Live Beat 3

STUDENTS' BOOK

Liz Kilbey
Ingrid Freebairn
Jonathan Bygrave
Judy Copage
Bartosz Michałowski

PODRĘCZNIK WIELOLETNI

ALWAYS LEARNING

PEARSON

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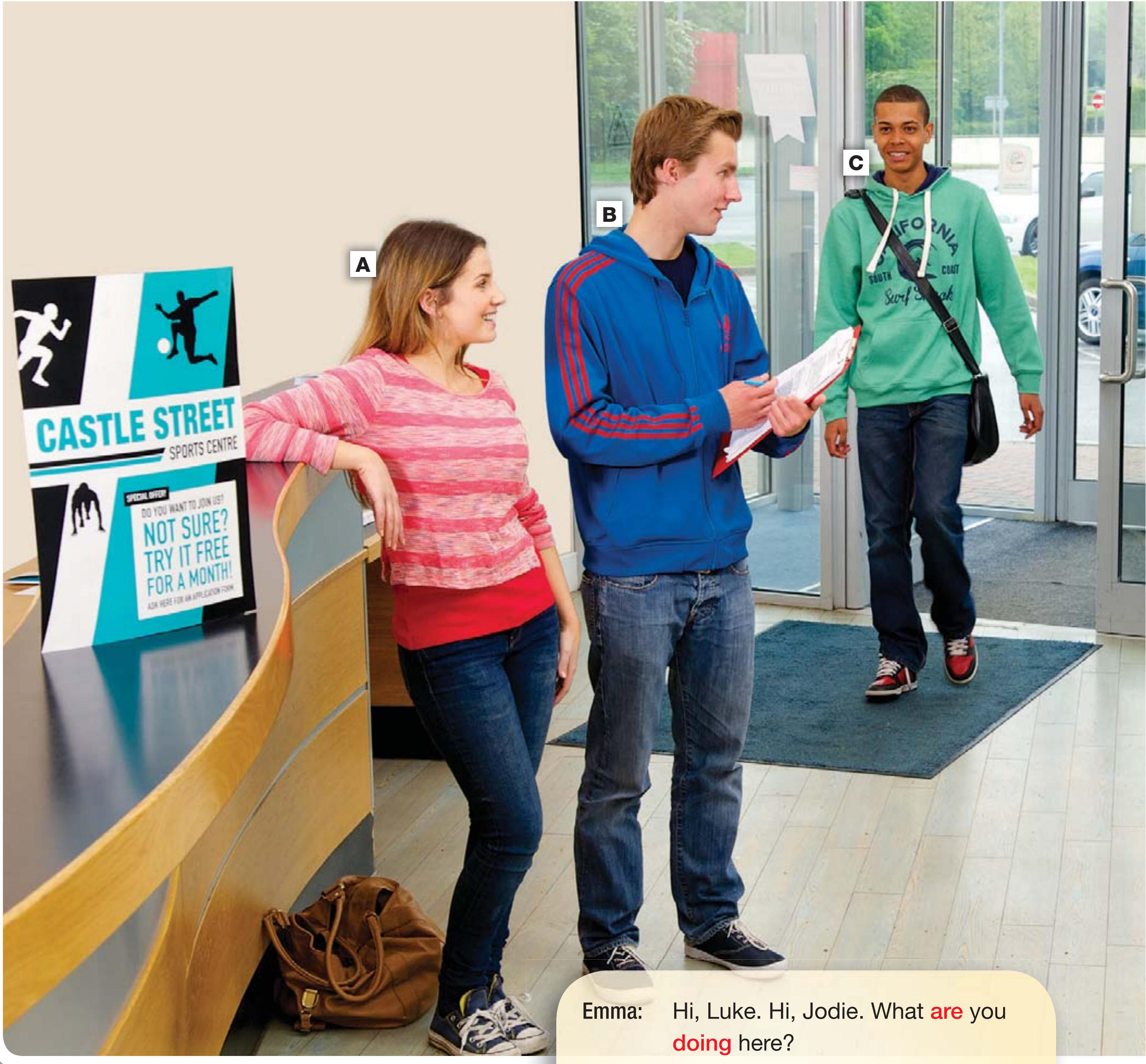
WELCOME

a


A
B
C
CASTLE STREET
SPORTS CENTRE
SPECIAL OFFER!
DO YOU WANT TO JOIN US?
NOT SURE?
TRY IT FREE
FOR A MONTH!
ASK HERE FOR AN APPLICATION FORM

Emma: Hi, Luke. Hi, Jodie. What **are** you **doing** here?
Luke: Hi, Emma. We**'re applying** for the free month. Are you a member?
Emma: Yes, I **play** badminton here every week – but I'm not very good.
Jodie: Don't listen to her. She's brilliant.
Luke: Look, that's the new boy in my class. He's American.
Emma: What's he like?
Luke: He **seems** OK, quite friendly and easy-going. Oh cool, he**'s coming** in ... Hi, Martin!
Martin: Hi, er ... sorry, I **don't remember** ...
Luke: Luke.
Jodie: I'm his sister, Jodie, and this is Emma.
Martin: Hi, nice to meet you. **Do** you **live** near here?
Luke: Not far away. What about you?
Martin: We**'re renting** an apartment round the corner. My dad's a teacher. We're only here for a year.
Jodie: Great. Welcome to London!

1 01 **Listen and read. Name the people in the photo.**

A – Jodie

2 Complete with *Luke, Jodie, Emma* or *Martin*.

1 *Emma* is a member of the sports club.
2 ___ is American.
3 ___ and ___ are in the same class at school.
4 ___ is ___'s brother.
5 ___'s dad is a teacher.

Personality adjectives

3 Look at the personality adjectives from the Word bank on page 111. Then write the words in the correct lists. Which words could go in both lists?

🙂	🙁
clever	

4 **In pairs, describe the people using the adjectives in Exercise 3. Take turns to ask and answer.**

1 Ben gets good marks at school.
A: What's Ben like?
B: He's clever. He gets good marks at school.
2 Alex and Shaun like meeting people.
3 Amy doesn't like spending money.
4 Tom always makes people laugh.
5 Rosa likes helping people.
6 Jack always gets up late and doesn't work very hard.
7 Kate never says 'please' or 'thank you'.
8 Tim loves giving presents to his friends and family.

Present simple and present continuous

Name the tenses

1 What **are** you **doing** here?
2 I **play** badminton here every week.
3 He **seems** OK.
4 **I don't remember**.
5 We**'re renting** an apartment.

Stative verbs

We don't normally use these verbs in the continuous: *be, believe, forget, hate, hear, hope, know, like, love, mean, need, prefer, remember, see, seem, sound, understand, want*

Complete the rules.

We use the ^{1}___ tense for permanent situations and routines.
We use the ^{2}___ tense for activities which are happening at or around the time of speaking.

5 **Choose the correct options.**

1 Sorry, I **[✓ don't remember] / 'm not remembering** your name.
2 Hi! Where **do you go / are you going**?
3 Ssh! We **watch / 're watching** TV.
4 Jack **always sits / 's always sitting** at the back of the class.
5 We **study / 're studying** Shakespeare this term.
6 May **doesn't like / isn't liking** loud music.

6 **Complete the sentences with the present simple or present continuous form of the verbs.**

1 Luke, Jodie and Emma *live* (live) in London. Martin ___ (stay) in London for a year.
2 My sister ___ (love) adventure stories. At the moment she ___ (read) *The Hunger Games*.
3 I ___ (not want) to go out now – it ___ (rain).
4 What's funny? Why ___ (you laugh)? I ___ (not understand).
5 ___ (you enjoy) the party? I ___ (hope) so!
6 My mum ___ (call) me. She ___ (wait) for me downstairs.

7a **Take turns to talk about somebody in your family. Your partner takes notes.**

- What's he/she like?
- What does he/she do every day?
- What does he/she usually do at the weekend?
- What's he/she doing at the moment? (Guess!)

My brother's clever, but he's really lazy. He goes to this school. At the weekend he plays a lot of computer games. At the moment, he's having a Maths lesson.

b **Now write about the person your partner described.**

Anna's brother is clever, but …

b

1 Listen and read. What does Martin like about his London home?

Martin: I've got some photos here – look, this is my house in California.

Jodie: Wow, it looks great! What about inside? Have you got any more photos?

Martin: Not on my phone. It's quite big inside, but there are only three bedrooms.

Jodie: Are all the rooms on one floor?

Martin: Yes, there aren't any stairs, but there is a small loft.

Jodie: Cool, I love lofts!

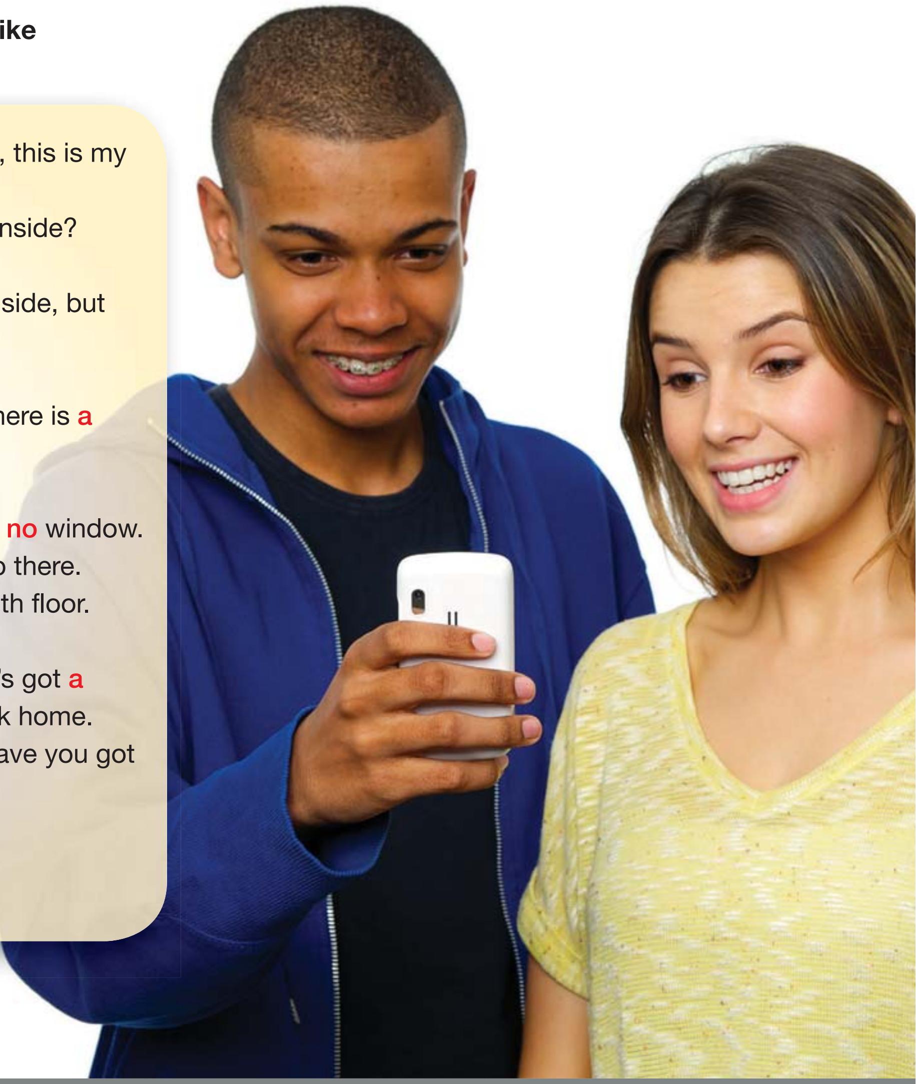
Martin: Not this one! It's dark and there's no window. There's just some old furniture up there.

Jodie: Well, now you're in a flat on the 5th floor. That's a big change.

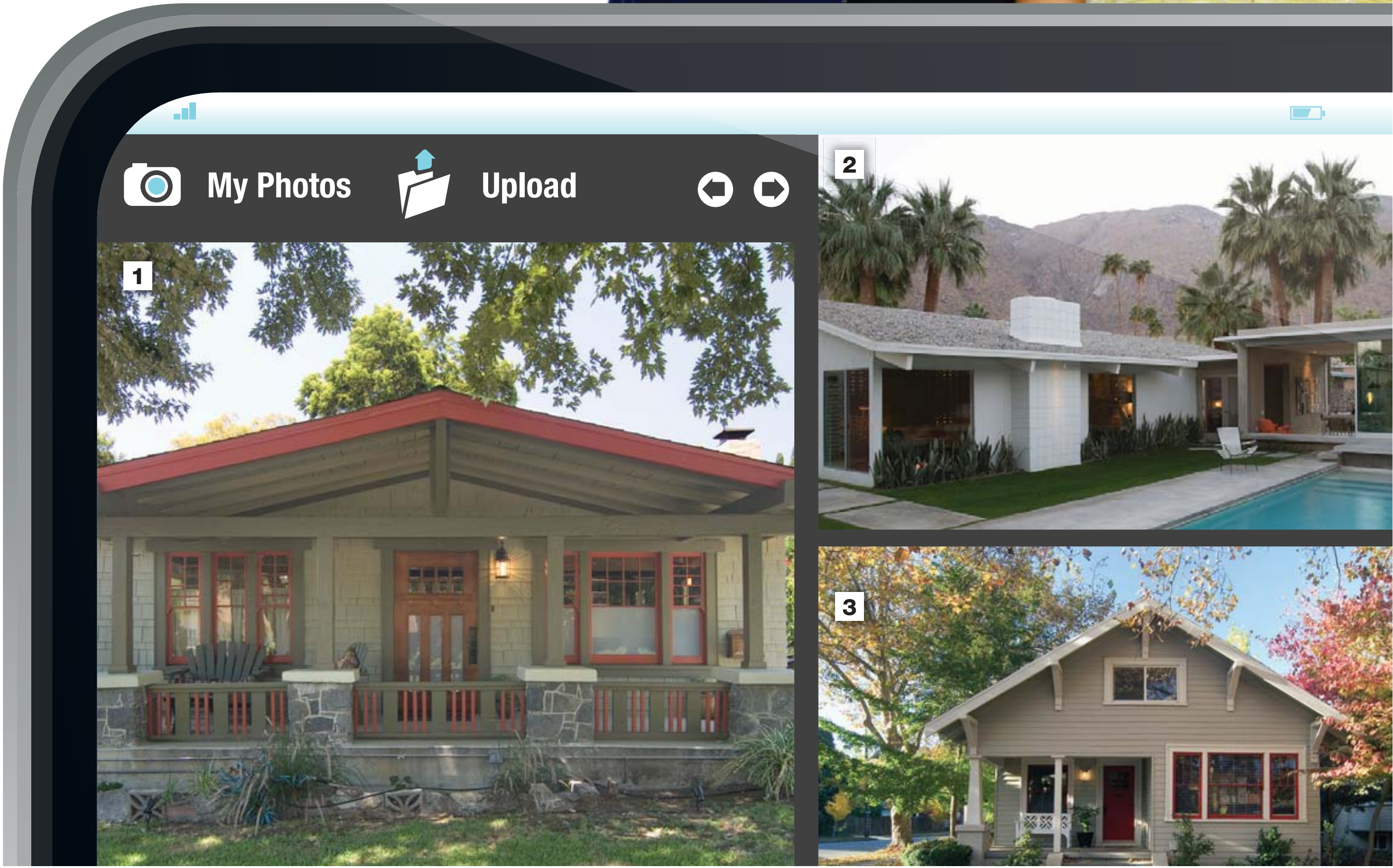
Martin: Yes, it's different … but I like it. It's got a balcony! We haven't got one back home.

Jodie: But you've got a garden there. Have you got a swimming pool?

Martin: No, there isn't any space. But it doesn't matter, there's a pool next door!



2 Look at the photos (1–3). Which one is Martin's house?



House and furniture

3a **Put the words from the box into the correct lists.**

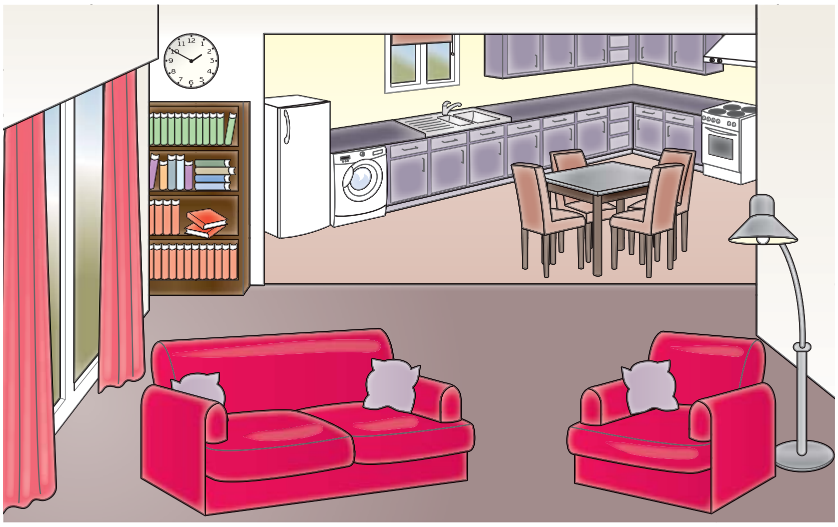
- balcony
- bathroom
- bedroom
- bookcase
- carpet
- ceiling
- cooker
- dishwasher
- floor
- fridge
- hall
- kitchen
- lamp
- mirror
- sink
- wall

Rooms: *bathroom, …*
Fittings: *cooker, …*
Parts of a house: *balcony, …*
Furniture: *bookcase, …*

b **Work in pairs. Add more words to the lists, then check the Word bank on page 111.**

4 **Look at the picture for one minute, then cover it. How many things can you remember? Tell your partner.**

a kitchen, a …



Countable and uncountable nouns with *some, any, a/an* and *no*

Countable		Uncountable
Affirmative		
It's got **a** balcony. There is **a** loft.	I've got **some** photos. There are **some** photos.	There's **some** old furniture. It's got **some** old furniture.
Negative		
There isn't **a** window. There's **no** window.	There aren't **any** stairs. There are **no** stairs.	There isn't **any** space. There is **no** space.
Questions		
Have you got **a** swimming pool?	Have you got **any** photos?	Is there **any** furniture?

Note

Uncountable nouns do not have a plural form.

5 **Complete the sentences with *some, any, a/an* or *no*.**

1 There's *a* big fridge in the kitchen but there isn't ___ food in it!
2 There's ___ rubbish on the floor. Have you got ___ wastepaper bin?
3 Sorry, you can't sit here, there's ___ space – but there are ___ chairs over there.
4 I want to buy ___ chocolate. Have you got ___ money?
5 Yes, we've got ___ garden, but I'm afraid there aren't ___ flowers – only ___ grass.
6 There's ___ old bookcase in the hall with ___ mirror above it.

6 **Match questions (1–6) to answers (a–f). Then complete them with *some, any, a/an* or *no*.**

1 – b

1 Have you got *any* homework tonight?
2 Is there ___ food in the fridge?
3 Is there ___ furniture in the new classroom?
4 Has Joe got ___ new bike?
5 Have you got ___ good CDs?
6 Is there ___ computer in that classroom?

a) Not really, but I've got ___ cool music on my phone.
b) Yes, but I haven't got *any* time to do it!
c) Yes, there's ___ cheese and ___ box of eggs.
d) Yes, there are ___ chairs, but there are ___ desks.
e) Yes, but there's ___ printer.
f) No, he's got ___ old one.

7 **Work in pairs. Take turns to describe your ideal bedroom or living room. Ask and answer questions about the room.**

A: *My ideal living room has got a big TV on one of the walls.*
B: *What about furniture? Is there a big sofa?*

1 0 03 **Read Martin's blog. What does his father teach?**

My BLOG

Home About BLOG Contact

Sept 5th

It was raining when we landed in London and after California it felt COLD. Our apartment isn't bad. The best thing is, Jamie and I have got our own rooms. When we arrived I wanted to go online straightaway, but there was no connection. This morning an engineer came … and here I am. Now what????

Sept 10th

I started school on Monday (it's a bit strange but OK) and I'm feeling more at home now. I went to the local sports centre on Saturday. A guy called Luke was there (he's in my new class), with his sister and her friend. While we were talking we discovered something embarrassing – the friend (her name's Emma) is in my dad's Science class, but luckily not at my school!

Sept 17th

Luke and I went sightseeing at the weekend and we saw Buckingham Palace. Lots of police officers and journalists were waiting outside while we were queuing – I think they were expecting someone important (they weren't waiting for us!).

2 **Answer true (T), false (F) or doesn't say (DS).**

1 Martin is from California. *T*

2 His apartment does not have an internet connection.

3 He's beginning to like his new home.

4 His father teaches Emma.

5 They visited several famous places in London.

Jobs

3a **Find three jobs in the blog. Put them into the correct columns.**

-er	-or	-ist	-ian	other
engineer				

b **Now complete the jobs and add them to the table, then check the Word bank on page 111.**

1 act*or*
2 art__
3 build__
4 dent__
5 detect__
6 direct__
7 doct__
8 electric__
9 farm__
10 firefight__
11 mod__
12 music__
13 reception__
14 shop assist__

4 **Answer the questions. Sometimes there is more than one answer. Then check the Word bank on page 111.**

Who …
1 fights fires? *a firefighter*
2 works with make-up?
3 cuts hair?
4 teaches skiing?
5 works with cars?
6 flies planes?
7 looks after the home?
8 cooks food?
9 serves food?
10 looks after animals?

Past simple and past continuous

Time markers: *when, while*

Name the tenses (1–9).

It ^{1}**was raining** when we ^{2}**landed** in London.
When we ^{3}**arrived** I ^{4}**wanted** to go online.
While ^{5}**we were talking**, we ^{6}**discovered** something embarrassing.
Lots of police officers and journalists ^{7}**were waiting** outside while we ^{8}**were queuing**.
They ^{9}**weren't waiting** for us!

Complete the rules.

We often use …
the ^{10}___ tense to describe completed actions.
the ^{11}___ tense to describe actions that continued for some time in the past.
the word ^{12}___ to introduce clauses in the past simple.
the word ^{13}___ to introduce clauses in the past continuous.

5 **Choose the correct options. Then complete the sentences with the correct form of the verbs.**

1 Sam was cycling home [✓ **when**] **/ while** the police officer *stopped* (stop) him.
2 **When / While** the shop assistant opened the doors, a lot of customers ___ (wait) outside.
3 What was Jill doing **when / while** you ___ (see) her?
4 Dan ___ (play) football **when / while** he fell and hurt his leg.
5 I ___ (drop) my phone **when / while** I was walking home.
6 **When / While** the teacher ___ (talk), the students were taking notes.

6 **Complete the next part of Martin's blog with the correct form of the verbs.**

Sept 25th

Luke and I were at the sports centre yesterday. We ^{1}*didn't want* (not want) to do the same things. I ^{2}___ (go) to the gym. While I ^{3}___ (work) hard on the rowing machine, Luke ^{4}___ (swim) lengths – he's a really good swimmer. After that we ^{5}___ (decide) to go to the café. When we ^{6}___ (walk) in, Jodie and Emma ^{7}___ (sit) there, so we ^{8}___ (join) them. While we ^{9}___ (talk), I ^{10}___ (ask) Emma about my dad. She ^{11} ___ (say) he's quite a cool teacher! That's hard to believe.

7 **Talk about your family. Use the prompts and *when* or *while*.**

What were they doing when/while you …
- got home yesterday?
- went to bed last night?
- were having breakfast?
- left home this morning?

A: *What was your brother doing when you got home yesterday?*
B: *He was eating a sandwich.*

d

SK8
CLASSICS
sale
MONKEE GENES
VANS
ROVED

Jodie, Emma and Luke are shopping in a department store.

Emma: Let's look at the clothes.
Luke: No, thanks! I'm going to the coffee shop.
Emma: Where's that?
Luke: Upstairs. See you later.
…
Emma: I like this top!
Jodie: The plain red one?
Emma: No, this striped one. Oh, it's £50. Forget it.
Jodie: What do you think of the jeans?
Emma: Which ones do you mean?
Jodie: The ones next to the checked jackets.
Emma: Oh yes. How much are they?
Jodie: Let's have a look ... oh, £125!
Emma: Maybe not then.
[mobile phone rings]
Emma: Whose phone is that? Is it yours?
Jodie: Oh, yes ... Hello? Hang on, I can't hear ...
…
Emma: Who was it?
Jodie: Luke. He's bored.
Emma: I've got an idea.
Jodie: What is it?
Emma: Let's find a cheaper place!

1 **Listen and read. Where is Luke phoning from?**

2 **Match the beginnings (1–5) to the endings (a–e) to make true sentences.**

1 – d

1 The striped top is …
2 The jeans are …
3 The jackets are …
4 The phone call is …
5 The friends are …

a) £125.
b) checked.
c) in an expensive shop.
d) £50.
e) from Luke.

Wh- questions

Which ones do you mean?
What do you think of the jeans?
Where's that?
How much are they?
Whose phone is that?
Who was it?
What is it?

Question words

- What • Who • Which • Where • When
- Why • How • What time • What sort/kind of
- Whose
- How much • How many • How long
- How old • How far • How often

3 **Complete the questions with the words from the box.**

- Whose • Where • How far • How much
- Why • Who (x2) • What • What sort of
- When • How • What time

1 A: *How* did you get here?
B: By bus.
2 A: ___ 's your name?
B: Emma.
3 A: ___ bag is this?
B: It's mine, thanks.
4 A: ___ was that?
B: My brother.
5 A: ___ is this, please?
B: It's £2.20.
6 A: ___ are you running?
B: Because I'm late.
7 A: ___ do you sit next to?
B: I sit next to Luke.
8 A: ___ films do you like?
B: Comedies.
9 A: ___ did you go to bed last night?
B: Ten o'clock.
10 A: ___ is your party?
B: It's on Saturday.
11 A: ___ is your school from here?
B: About a kilometre.
12 A: ___ are you going?
B: Home.

4a 05 **Listen to parts of six phone calls and respond with questions.**

1 Sorry, what's your name?

b 06 **Now listen and check.**

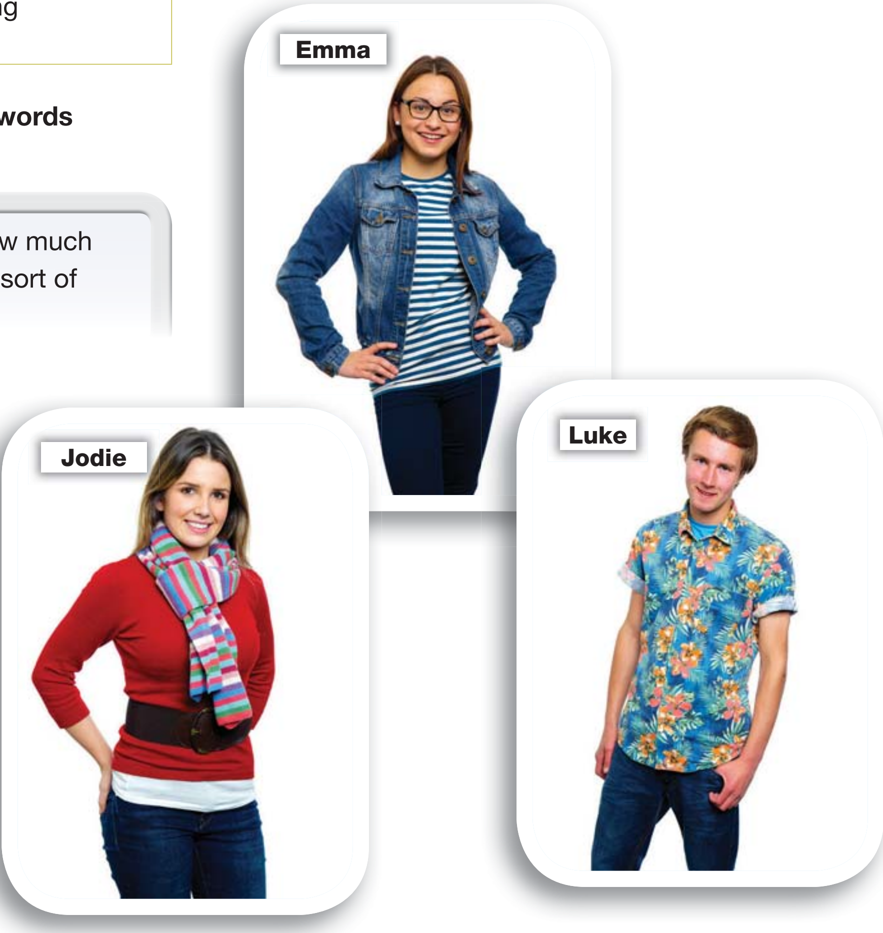
Clothes

5a **Work in pairs. How many words can you add to the lists in two minutes?**

Clothes: *top, dress, …*	**Styles:** *casual, …*
Accessories: *scarf, …*	**Patterns:** *flowery, …*

b **Now check the Word bank on page 111.**

6a **Look at the photos and answer the questions below.**



1 Who's wearing a flowery shirt? *Luke*
2 Whose top is blue and white? *Emma's*
3 Who's in a plain, red top?
4 Who's wearing a belt?
5 Which two are wearing blue jeans?
6 Whose scarf is striped?

b **Work in pairs. Take turns to ask similar questions about the people in your class. Use words from Exercise 5a.**

A: Whose sweater is green? B: Mario's.

7 **Look at the photos on pages 10 and 11. What do you think of the clothes?**

1a I'm going to apply.

Grammar Future with *going to* and *will*
Vocabulary Types of music and musical instruments

Star Struck School of Performing Arts

Home Join in!

Interested? Come to our Open Day. You won't find a better way to make your dreams come true!

Auditions 1st and 2nd March

FAQs

What will the audition be like?
We'll ask you to perform two pieces. Then there'll be a short interview … and that's it!

What qualifications will I get?
You'll take all the normal school exams (GCSE and A levels) as well as public examinations in Dance, Drama or Music. In addition, you'll leave school with your own portfolio – a record of all your achievements.

Will there be the chance to appear in West End shows?
Maybe! Every year, our students appear in all kinds of shows in and around London.

What musical instruments can I study at the school?
Our students study all kinds of instruments, from voice to double bass! We have an excellent orchestra as well as choirs and bands performing all kinds of music including classical, rock, jazz and pop.

Jess: Hey Toby, have a look at this webpage for StarstruckSchool. It's their Open Day tomorrow.
Toby: Are you going to have a look round?
Jess: Yes, I'm going to apply for an audition.
Toby: Wow! Do you think you'll get in?
Jess: Who knows? But I'm going to try!
Toby: What do your parents say?
Jess: They're cool about it – but hey, it probably won't happen. It sounds like the audition is going to be quite hard. In fact, I think I'll go and practise now.
Toby: Well, don't get a sore throat! Good luck, I'll keep my fingers crossed. 🙂

Read

1 **Listen and read the webpage and the messages. How is Star Struck School different from yours?**

Comprehension

2 **Match the beginnings (1–6) to the endings (a–f) to make true sentences.**

1 – e

1 Jess wants to study at
2 First of all, she has to do
3 Students at the school take
4 Some students get parts in
5 Students can study
6 They can join bands and

a) an audition.
b) London shows.
c) all kinds of music.
d) choirs.
e) the Star Struck School.
f) public exams.

SOLVE IT!

3 **What is Jessica's instrument?**

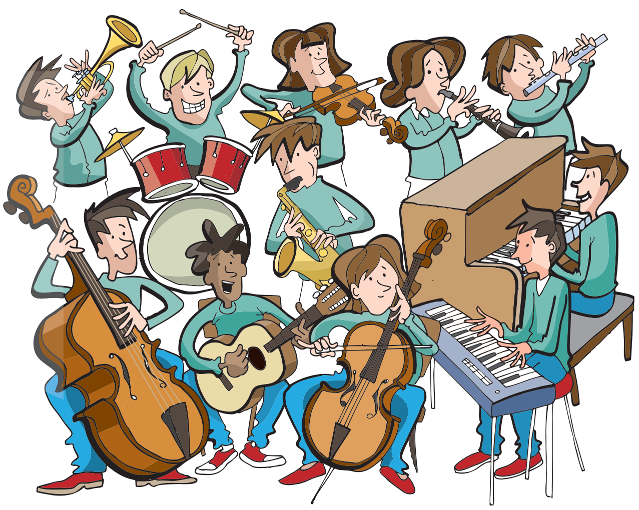
Vocabulary: Types of music and musical instruments

4a **Recall** **Listen and name the types of music (1–6). Then check the Word bank on page 111.**

1 pop

b **Extension** **Listen and repeat. Then find these instruments in the picture below. Which one can't you see?**

- cello
- clarinet
- double bass
- drums
- flute
- guitar
- keyboard
- piano
- saxophone
- trumpet
- violin
- voice



Grammar

Future with *going to* and *will*

I'm going to apply.

The audition **is going to be** quite hard.

Do you think you**'ll get in**?

It probably **won't happen**.

I think **I'll go** and practise now.

I'll keep my fingers crossed

Complete the rules.

We use ^{1}___ for plans and intentions and when we use present evidence to make predictions.

We use ^{2}___ for predictions, promises and decisions.

Practice

5 **Complete the sentences with the correct form of *will* or *going to*.**

1 This music is great. I think I/download/it
I think I'll download it.
2 This film is really sad. I/cry
3 We should call the police. They/help/us
4 Your exam probably/not be/difficult
5 It's Jo's birthday tomorrow. What/you give/her?
6 I'm busy now. I/do it tomorrow

6 **Complete the conversation with the correct form of *will* or *going to*.**

Toby: Good luck with your audition, Jess. What ^{1}*are you going to sing* (you/sing) for them?
Jess: I ^{2}___ (sing) some Gershwin. Help, I'm so nervous, I feel terrible!
Toby: Don't worry, you ^{3}___ (be) fine! What ^{4}___ (you/wear)?
Jess: I don't know! I think I ^{5}___ (probably buy) something new.
Toby: That ^{6}___ (be) good. So, what kind of questions ^{7}___ (they/ask) you?
Jess: I have no idea. Please stop the questions.
Toby: OK, OK. I ^{8}___ (not ask) another thing!

Listen

7 **Listen to Toby and Jess and choose the correct options.**

1 Jess **is waiting for** / [✓ **knows**] the result of the audition.
2 She's **happy** / **upset**.
3 She will probably **go out** / **stay at home** later.
4 She **will** / **won't** see Toby often.
5 Toby thinks she **is** / **will be** a star.

Speak and write

8a **Talk about you. Ask and answer the questions in pairs.**

- What types of music do you like?
- Who are your favourite performers?
- Do you ever go to live concerts?
- Do you play any instruments?
- Which instrument(s) would you like to play?

b **Write your answers to the questions in sentences.**

Extra practice

For more practice, go to page 102.

1b I'm going out.

Grammar Present continuous for future arrangements

Function Make arrangements: invite, accept, refuse (with excuses)

Dialogue

1 1 05 **Listen and read. What are Jodie's plans for next weekend?**

Jodie: Hi, Martin.
Martin: Hi. Can I stand under your umbrella?
Jodie: Yes, sure. Listen, it's my birthday this Saturday, and …
Martin: Oh, are you having a party?
Jodie: No, I'm going out with Luke and some friends. Would you like to come?
Martin: Sure, thanks. I'd love to.
Jodie: Great! We're all meeting at our place at six.
Martin: That's fine. … Oh no, hang on, I can't!
Jodie: Why? What's the matter?
Martin: I have to stay at home with Jamie on Saturday. My mom and dad are visiting friends.
Luke: Hey guys. What's up?
Jodie: Martin isn't coming on Saturday. He can't make it – he's babysitting.
Luke: Well, what about going to the cinema on Sunday? *Batman*'s on.
Martin: Cool. I'd love to!
Jodie: Great. I'll have two birthdays!

Comprehension

2 **Answer true (T) or false (F).**

1 Jodie's birthday is on Saturday. *T*
2 Martin wants to go out with them.
3 He's going to change his plans for Saturday.
4 He has to go out with his parents.
5 Jodie decides to change Saturday's arrangements.
6 They decide to go to the cinema.

Phrases

- hang on
- What's up?
- (He) can/can't make it.

Grammar

Present continuous for future arrangements

Are you **having** a party?
I'm going out with Luke.
Martin **isn't coming** on Saturday.

Note

We often use a time phrase, like *this weekend, on Saturday, in May, at 2 p.m.* with the present continuous for future arrangements.

Choose the correct option.

We use the present continuous for a **fixed future plan / prediction.**

Practice

3 **Look at Luke and Jodie's family calendar. Write sentences about their arrangements.**

Mon	Dad - start new job!
Tues	Luke - ~~dentist's 4.00~~ go to football practice 4.15 Jodie - meet Ann after school
Wed	Mum and Dad - visit Grandma
Thurs	Luke - dentist's 4.30 Jodie - study for English exam
Fri	~~Jodie - hairdresser's 5.00~~
Sat	Jodie - hairdresser's 11.00 Evening: Luke and Jodie - have pizza with friends
Sun	Luke and Jodie - cinema

1 *On Monday, their dad's starting a new job.*
2 *On Tuesday, Luke isn't going to the …*

Speak

4 **Think of two arrangements for next weekend, one true and one false. Ask and answer about your arrangements. Guess the true arrangement.**

A: *What are you doing next weekend?*
B: *I'm going shopping and I'm also playing basketball.*
A: *You aren't playing basketball, you're going shopping.*

Pronunciation: /eɪ/ great, /aɪ/ like

5 **Go to page 116.**

Use your English: Make arrangements: invite, accept, refuse (with excuses)

6 **Listen and repeat. Then practise the conversation in pairs.**

A: Would you like to go to a music festival?
B: That sounds good. When is it?
A: It's on Saturday 4th August. Is that OK?
B: Yes, fine. Where is it?
A: It's in Finsbury Park. Do you fancy going?
B: Yes, that would be great. Thanks.

Invite
Would you like to go to a music festival?
Do you want to go to the cinema?
Do you fancy going skateboarding?
What about going into town?

Accept
Yes, that sounds fun/great.
Thanks, that would be great.
Sure. I'd love to.

Refuse (with excuses)
I'm afraid I can't. I'm busy.
Sorry, I can't. I'm babysitting.
I'd like to, but my grandparents are visiting.
I don't really fancy it, but thanks.
Thanks for asking, but I don't think I can.

7a **Practise similar conversations about the events below.**

What?	When?	Where?
an 80s disco!	on Sat 5th Oct	at the Youth Club
a fireworks display	on Sat 2nd Nov	in City Park
a fashion show	on Fri 8th Nov	in the Town Hall

b **Now invite your partner to other events.**

Extra practice

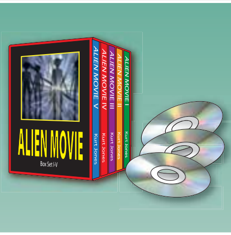
For more practice, go to page 102.

1c They're the best films ever!

Grammar Comparison of adjectives: *much* + comparative adjective *(not) as … as*
Superlatives
Vocabulary Adjectives of opinion

Reviews

DVD > film > box sets > reviews



What's your favourite box set? Here's your chance to tell us what you think. Read other people's opinions and rate them, too.

I think the *Lord of the Rings* and *The Hobbit* are the best films ever! The three *LOTR* films are scarier and more exciting than *The Hobbit*, but *The Hobbit* films are less complicated. The plot gets much more confusing in *LOTR*! The actors in *The Hobbit* are as brilliant as the actors in *LOTR*. My absolute favourite is Andy Serkis (Gollum). **GANDALFTHEGREY** *55 minutes ago*

↑ 10 ↓ 6

I'm a big *X-Men* fan, but the later ones are a bit disappointing – they aren't as good as the first three. I think the *Spider-Man* films are much better. I didn't like the third one much (it was a bit dull), but the last one is amazing. **FILMFREAK3** *3 hours 35 minutes ago*

↑ 12 ↓ 0

The *X-Men* series are my favourite films, without a doubt. They're all fantastic, but in my opinion *X-Men First Class* is the most enjoyable of all. It has great action scenes and the special effects look amazing. The acting is excellent and the music is awesome. **XMENROCK** *4 hours ago*

↑ 6 ↓ 2

Personally I don't like films about superheroes. I prefer funny ones, like *Men in Black*. The first two films are much older than the third, but they're still pretty good and very amusing. The third one is much funnier than the others, but it's also more violent. Don't watch it with your little brother or sister. **OXFORDBOY** *4 hours 10 minutes ago*

↑ 7 ↓ 0

Get started

1 **What was the last film you saw? What was it like?**

Read

2 1 08 **Listen and read the online film reviews. Who makes only positive comments?**

Comprehension

3 **What is the name of the film series and who is speaking?**

1 'I really like them all except one.' *Spider-Man – filmfreak3*
2 'All the films are very good, but one of them is extra special.'
3 'They're great – but difficult!'
4 'They're good, but some of them aren't great.'
5 'They all make me laugh.'

Vocabulary: Adjectives of opinion

4a **Listen and repeat. Which words are usually positive and which are usually negative?**

Positive: *amazing, …*
Negative: *awful, …*

• amazing • awesome • awful • boring
• brilliant • complicated • confusing
• disappointing • dull • enjoyable • exciting
• frightening • funny • interesting • sad
• scary • violent

b **Which words have the same meaning? Which ones are opposites?**

c **Match words in Exercise 4a to the sentences.**

1 I enjoyed it. It was *enjoyable*.
2 Hmmm, I didn't really understand it. It was ___ / ___.
3 There were lots of fights. It was ___.
4 I hid behind the sofa! It was ___ / ___ .
5 I really wanted to see it but then I didn't like it. It was ___.
6 It made me laugh. It was ___.
7 I cried! It was___.
8 The film was very, very good. It was ___ / ___ / ___.
9 Sorry, I fell asleep halfway through! It wasn't ___ / ___ – it was ___ / ___.
10 I hated it. It was very bad. It was ___.

Grammar

Comparison of adjectives

much + comparative adjective

I think the *Spider-Man* films are **much better/ worse**.
The third one is **much funnier** than the others.
They're **much more/less exciting**.

(not) as … as

They are(**n't**) **as good as** the first three.

Superlatives

X-Men First Class is **the most/least enjoyable** of all.
They're **the best/worst** films ever!

Practice

5 **Write sentences to compare the three films. Use superlatives, *(not) as … as* or *(much)* and comparative adjectives. Then compare sentences with your partner.**

FILM	scary	exciting	good
The Midnight Man	***	*	***
No Time Like Now	****	*****	*****
Come Back Soon	*	**	*

1 *The Midnight Man* (scary)
'The Midnight Man' isn't as scary as 'No Time Like Now' but it's much scarier than 'Come Back Soon'.
2 *Come Back Soon* (exciting)
3 *No Time Like Now* (good)
4 *Come Back Soon* (bad)
5 *No Time Like Now* (scary)
6 *The Midnight Man* (exciting)

Speak

6 **Work in pairs. Choose three film series that you like. Give each one a score from one to five stars for the adjectives in the box. Then discuss your ideas with the class.**

• exciting • funny • good • interesting
• sad • scary

We think the Matrix films are better than X-Men, but they aren't as good as Spider-Man. The first Spider-Man film is …

Write

7 **Read the reviews in Exercise 2 again. Then write about the three film series you chose in Exercise 6, using adjectives of opinion.**

… are great films, but in my opinion they aren't as good as … I think …

Extra practice

For more practice, go to page 102.

1d Music festivals

SKILLS FOCUS: READING

Get started

1 **Look at the photos. What's the most famous music festival in your country?**

Read

READING TIP: HOW TO PREPARE FOR READING
When you prepare for reading, look at the title, pictures and the headings. This will help you to understand the text.
Now do Exercise 2.

2a **Read the text quickly, then match the photos (A–D) to the paragraphs (1–4).**

b 1.10 **Read the text again and match the headings (a–d) to the paragraphs (1–4). Then listen and check.**

a) Rock band wants prize
b) All kinds of African music
c) A wide range of music and nationalities
d) Music and youth around the world

Comprehension

3 **Read the text. Choose the correct options.**

1 The text is ___.
   a) an interview [✓ b) a magazine article]
   c) an encyclopedia entry
2 The International Festival in Wales is a ___ festival.
   a) jazz b) rock c) music and dance
3 Emma thinks it will be ___ to get to the semi-finals.
   a) difficult b) easy c) impossible
4 Sanjay is going to ___ the Mumbai Rock Festival.
   a) watch b) compete at c) rehearse at
5 The music festival in Zanzibar takes place ___.
   a) in the old city centre b) in a field
   c) in a football stadium
6 Farrokh is going to ___ at the music festival in Zanzibar City.
   a) perform b) work c) compete

Music festivals around the world

1 ___

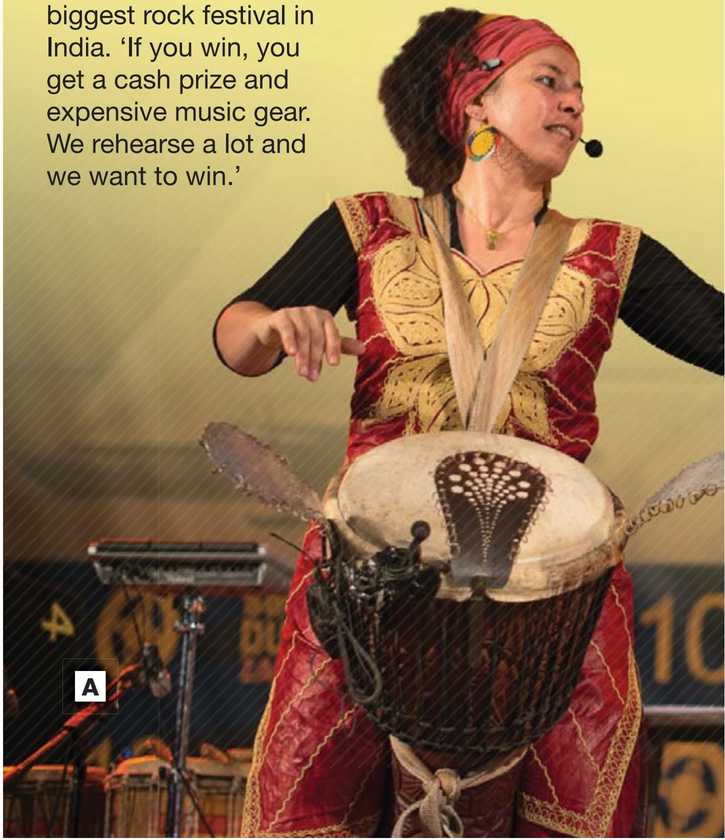
All around the world young people are going to festivals to listen to music, to perform and to take part in competitions. We meet three teenagers from different countries and ask about their experiences.

2 ___

Emma tells us about The Llangollen International Music Festival that takes place every July in a small town in Wales. 'Each year people come from many different countries. There's lots of choral music, folk singing and dancing as well as classical music. The concerts and competitions take place inside an enormous marquee. My school choir's going to compete in the youth choir competition. It will be tough but we hope to get to the semi-finals.'

3 ___

Sanjay is the lead singer in rock band Tin Heads. 'People don't usually think we have rock and heavy metal in India, but there are millions of people who are into this type of music,' he says. This year Sanjay's band is competing on day one of the Independence Rock Festival in Mumbai. I-Rock is the oldest and the biggest rock festival in India. 'If you win, you get a cash prize and expensive music gear. We rehearse a lot and we want to win.'


A

4 ___

Farrokh lives in Zanzibar City, which has one of the most important music festivals on the African continent. The festival takes place in an old fort in the historical centre of the city, called Stone Town. 'It's an amazing African party', Farrokh tells us. 'You can hear all types of music here: traditional, fusion, reggae, jazz and hip-hop. The musicians come from all over Africa. During the festival I help backstage with food and drinks so I get to meet many of the famous bands!'

NEW WORDS

- perform • take place • choral
- marquee • choir • compete • tough
- semi-finals (of a competition)
- be into (something) • cash • gear
- rehearse • fort • fusion • backstage

Speak

4 **Work in pairs. Answer the questions.**

1 Which of the festivals in the photos would you like to go to? Why?/Why not?
2 Do you know any music festivals or competitions in other countries?
3 Can you play a musical instrument?

Listen

5 **Listen to two conversations. Choose the correct options.**

1 There are more than **[✓ 150] / 50** music festivals in the UK every year.
2 Len mentions rock, jazz and **dance / hip-hop** festivals.
3 Len thinks the 'Big Chill' music festival is much **bigger / better** than Glastonbury.
4 Robert is playing in **a rock band / an orchestra** this weekend.
5 Robert thinks performing at the Royal Albert Hall is **a bit scary / exciting**.

Project

6 **Imagine you are going to organise a youth music festival in your home town. Write a paragraph for the school website about your plans.**

- Where is it going to be?
- What type of competitions/awards are there going to be? (Best Singer, Best Rock Band, etc.)
- What are the prizes going to be?
- Are you going to invite any famous musicians?

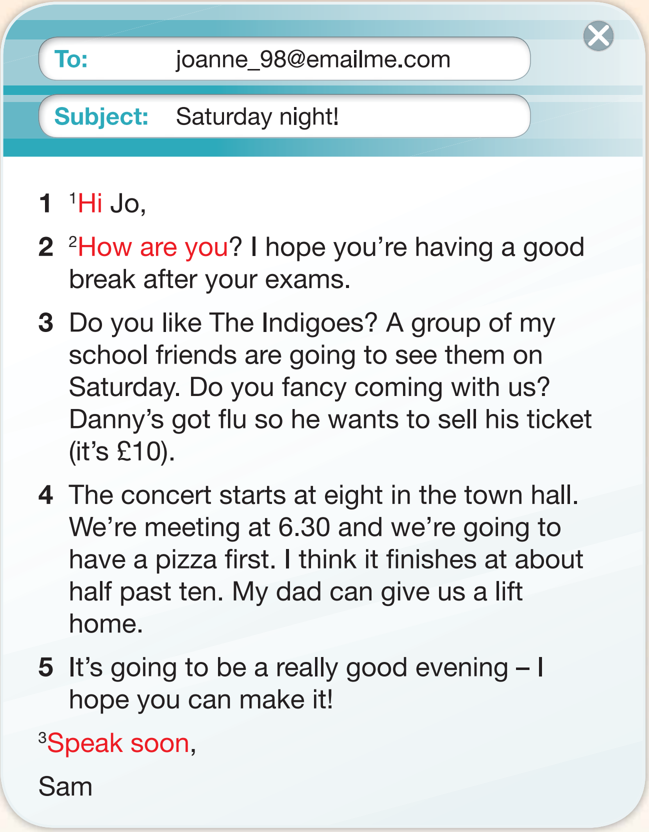
We are going to organise …

1e The concert

SKILLS FOCUS: WRITING AN INFORMAL EMAIL

Get ready to write

1 **Read the email. Who is it from and what is it about?**



To: joanne_98@emailme.com

Subject: Saturday night!

1 [1]Hi Jo,

2 [2]How are you? I hope you're having a good break after your exams.

3 Do you like The Indigoes? A group of my school friends are going to see them on Saturday. Do you fancy coming with us? Danny's got flu so he wants to sell his ticket (it's £10).

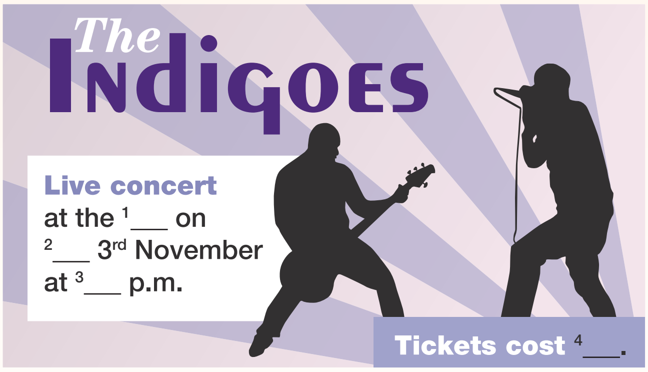
4 The concert starts at eight in the town hall. We're meeting at 6.30 and we're going to have a pizza first. I think it finishes at about half past ten. My dad can give us a lift home.

5 It's going to be a really good evening – I hope you can make it!

[3]Speak soon,

Sam

2 **Complete the missing words.**



Live concert
at the [1]___ on
[2]___ 3rd November
at [3]___ p.m.

Tickets cost [4]___.

3 **Read the email again and match the sections in the email (1–5) to the correct headings (A–E).**

1 – B

A Details and arrangements
B Greeting
C Summary and conclusion
D Main message
E Introduction

WRITING TIP: INFORMAL EMAILS

You can start an informal email with *Dear (John)*, … but you can also start it with *Hi!* or *Hello!*
End it with a friendly expression, for example: *See you soon, Bye for now, Speak soon, Love* or even just a *x* after your name.
Now do Exercise 4.

4 **Look at the email in Exercise 1. Replace the words and phrases in red (1–3) with a word and phrase from the box (there are two choices for each). Then compare with a partner.**

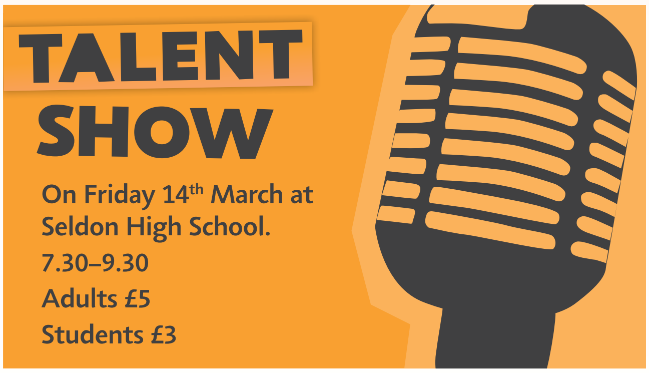
- Bye for now • Dear • Hello
- How are things with you?
- How's it going? • Love

1 Dear Jo …

Write

5 **Look at the information below. Write an email to a friend. Invite him/her to join you and Carl on Friday evening. Use the headings in Exercise 3 as a guide.**

C U @ Benji's café @ 6 – Let's have
a snack before it starts!
Carl



TALENT SHOW

On Friday 14th March at
Seldon High School.
7.30–9.30
Adults £5
Students £3

1 Language Revision

Grammar (15 marks)

1 Choose the correct options.

0 We'**ll go** / [✓ **'re going**] to the cinema tomorrow. Do you want to come?
1 In the future robots **will / are going to** play musical instruments.
2 They're planning their holidays. They'**re going to go / 'll go** to Italy.
3 Are you coming out with us tomorrow night? Sorry, **I'll go / 'm going** to a concert.
4 I really like that music. I think **I'm going to / 'll** download it right now.
5 We can't come to the party. We'**ll stay / 're staying** with my uncle this weekend.
6 I feel nervous. I think **I'll practise / 'm practising** my audition song again.
7 It probably **won't rain / isn't raining** today.

…/7

2 Complete the sentences so they mean the same.

0 *Batman* is more exciting than *Spider-Man*.
Spider-Man isn't as exciting as Batman.
1 The first film wasn't as good as the second one.
The second film was ___ the first one.
2 Jessica is more intelligent than Emma.
Emma ___ as Jessica.
3 This film is better than all the others.
This is ___ film.
4 *Toy Story 2* isn't as funny as *Toy Story 3*.
Toy Story 3 is ___ *Toy Story 2*.

…/8

Vocabulary (16 marks)

3 Write the musical instrument.

0 efutl *flute*
1 oenphxoas ___
2 arnietcl ___
3 noiap ___
4 turiga ___
5 elolc ___
6 oybkedar ___
7 sumdr ___
8 utemptr ___

…/8

4 Complete the adjectives.

0 I fell asleep because the film was very b*orin*g.
1 I didn't understand the story. It was c___d and c___g.
2 I was really frightened. It was a very s___ film.
3 The photography was aw___e, but the plot was d___g and d___l.
4 Well done! Your project on the Romans was ex___ and very f___y!

…/8

Phrases/Use your English (9 marks)

5 Complete with phrases from the box.

• hang on! • What's up? • can't make it!

A: Hi, Sarah. ^{1}___
B: I'm organising my party. Are you coming?
A: When is it?
B: Next Friday.
A: Oh no! I ^{2}___ I'm going to Adel's party.
B: That's a shame!
A: Oh, ^{3}___ I can come after all. Adel's party is on Saturday.

…/3

6 Look at the jumbled conversation. Number the lines in the correct order.

☐ a) What about going on Sunday afternoon?
☐ b) Great! What time does the film finish?
1 c) Would you like to see the new *Batman* film with me on Saturday afternoon?
☐ d) I'd like to, but I'm babysitting my brother in the evening.
☐ e) Good idea! I love pizza.
☐ f) Yes, Sunday's better. Do you fancy going for a pizza after the film?
☐ g) It finishes at 7 p.m., a perfect time to go for a meal!

…/6

1 12 LISTEN AND CHECK YOUR SCORE

Grammar	…/15
Vocabulary	…/16
Phrases/Use your English	…/9
Total	**…/40**

1a I'm going to apply.

Grammar Future with *going to* and *will*
Vocabulary Types of music and musical instruments

Star Struck School of Performing Arts

Home Join in!

Interested? Come to our Open Day. You won't find a better way to make your dreams come true!

Auditions 1st and 2nd March

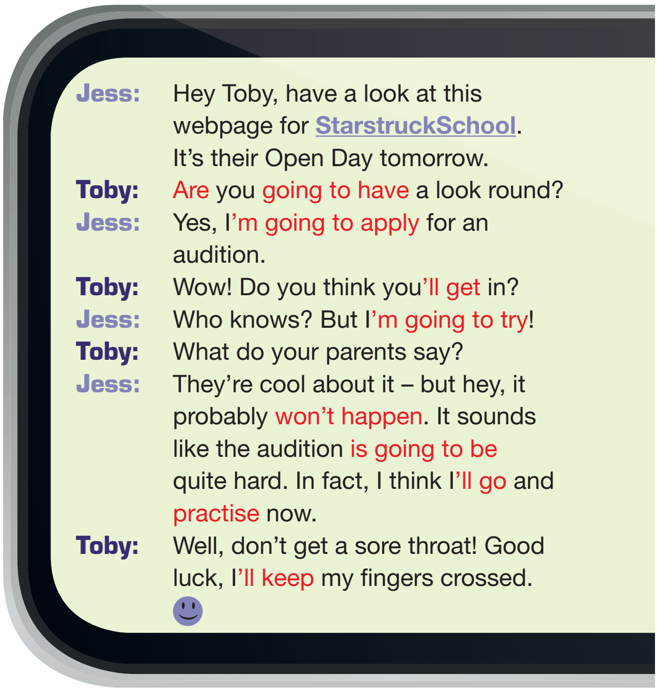
FAQs

What will the audition be like?
We'll ask you to perform two pieces. Then there'll be a short interview … and that's it!

What qualifications will I get?
You'll take all the normal school exams (GCSE and A levels) as well as public examinations in Dance, Drama or Music. In addition, you'll leave school with your own portfolio – a record of all your achievements.

Will there be the chance to appear in West End shows?
Maybe! Every year, our students appear in all kinds of shows in and around London.

What musical instruments can I study at the school?
Our students study all kinds of instruments, from voice to double bass! We have an excellent orchestra as well as choirs and bands performing all kinds of music including classical, rock, jazz and pop.



Jess: Hey Toby, have a look at this webpage for StarstruckSchool. It's their Open Day tomorrow.
Toby: Are you going to have a look round?
Jess: Yes, I'm going to apply for an audition.
Toby: Wow! Do you think you'll get in?
Jess: Who knows? But I'm going to try!
Toby: What do your parents say?
Jess: They're cool about it – but hey, it probably won't happen. It sounds like the audition is going to be quite hard. In fact, I think I'll go and practise now.
Toby: Well, don't get a sore throat! Good luck, I'll keep my fingers crossed. 🙂

Read

1 **Listen and read the webpage and the messages. How is Star Struck School different from yours?**

Comprehension

2 **Match the beginnings (1–6) to the endings (a–f) to make true sentences.**

1 – e

1 Jess wants to study at
2 First of all, she has to do
3 Students at the school take
4 Some students get parts in
5 Students can study
6 They can join bands and

a) an audition.
b) London shows.
c) all kinds of music.
d) choirs.
e) the Star Struck School.
f) public exams.

SOLVE IT!

3 **What is Jessica's instrument?**

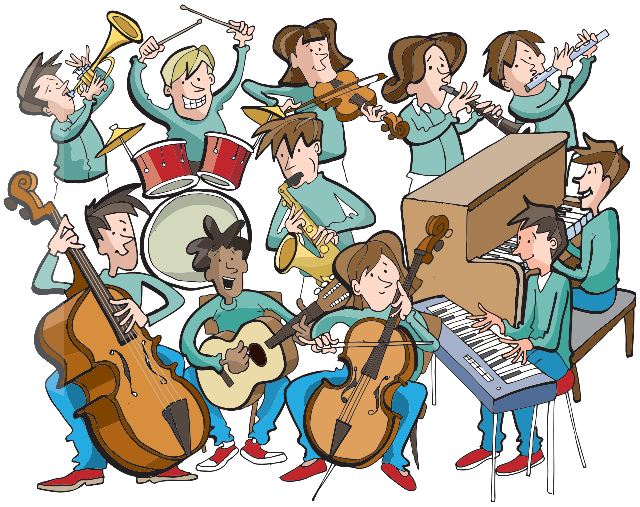
Vocabulary: Types of music and musical instruments

4a **Recall Listen and name the types of music (1–6). Then check the Word bank on page 111.**

1 pop

b **Extension Listen and repeat. Then find these instruments in the picture below. Which one can't you see?**

- cello
- clarinet
- double bass
- drums
- flute
- guitar
- keyboard
- piano
- saxophone
- trumpet
- violin
- voice



Grammar

Future with *going to* and *will*

I'm going to apply.
The audition **is going to be** quite hard.
Do you think you**'ll get in**?
It probably **won't happen**.
I think **I'll go** and practise now.
I'll keep my fingers crossed

Complete the rules.

We use ^{1}___ for plans and intentions and when we use present evidence to make predictions.

We use ^{2}___ for predictions, promises and decisions.

Practice

5 **Complete the sentences with the correct form of *will* or *going to*.**

1 This music is great. I think I/download/it
I think I'll download it.
2 This film is really sad. I/cry
3 We should call the police. They/help/us
4 Your exam probably/not be/difficult
5 It's Jo's birthday tomorrow. What/you give/her?
6 I'm busy now. I/do it tomorrow

6 **Complete the conversation with the correct form of *will* or *going to*.**

Toby: Good luck with your audition, Jess. What ^{1}*are you going to sing* (you/sing) for them?

Jess: I ^{2}___ (sing) some Gershwin. Help, I'm so nervous, I feel terrible!

Toby: Don't worry, you ^{3}___ (be) fine! What ^{4}___ (you/wear)?

Jess: I don't know! I think I ^{5}___ (probably buy) something new.

Toby: That ^{6}___ (be) good. So, what kind of questions ^{7}___ (they/ask) you?

Jess: I have no idea. Please stop the questions.

Toby: OK, OK. I ^{8}___ (not ask) another thing!

Listen

7 **Listen to Toby and Jess and choose the correct options.**

1 Jess is **waiting for** / [✓ **knows**] the result of the audition.
2 She's **happy** / **upset**.
3 She will probably **go out** / **stay at home** later.
4 She **will** / **won't** see Toby often.
5 Toby thinks she **is** / **will be** a star.

Speak and write

8a **Talk about you. Ask and answer the questions in pairs.**

- What types of music do you like?
- Who are your favourite performers?
- Do you ever go to live concerts?
- Do you play any instruments?
- Which instrument(s) would you like to play?

b **Write your answers to the questions in sentences.**

Extra practice

For more practice, go to page 102.

1b I'm going out.

Grammar Present continuous for future arrangements

Function Make arrangements: invite, accept, refuse (with excuses)

Dialogue

1 Listen and read. What are Jodie's plans for next weekend?

Jodie: Hi, Martin.
Martin: Hi. Can I stand under your umbrella?
Jodie: Yes, sure. Listen, it's my birthday this Saturday, and …
Martin: Oh, are you having a party?
Jodie: No, I'm going out with Luke and some friends. Would you like to come?
Martin: Sure, thanks. I'd love to.
Jodie: Great! We're all meeting at our place at six.
Martin: That's fine. … Oh no, hang on, I can't!
Jodie: Why? What's the matter?
Martin: I have to stay at home with Jamie on Saturday. My mom and dad are visiting friends.
Luke: Hey guys. What's up?
Jodie: Martin isn't coming on Saturday. He can't make it – he's babysitting.
Luke: Well, what about going to the cinema on Sunday? *Batman*'s on.
Martin: Cool. I'd love to!
Jodie: Great. I'll have two birthdays!

Phrases

- hang on
- What's up?
- (He) can/can't make it.

Comprehension

2 Answer true (T) or false (F).

1 Jodie's birthday is on Saturday. *T*
2 Martin wants to go out with them.
3 He's going to change his plans for Saturday.
4 He has to go out with his parents.
5 Jodie decides to change Saturday's arrangements.
6 They decide to go to the cinema.

Grammar

Present continuous for future arrangements

Are you **having** a party?
I'm going out with Luke.
Martin **isn't coming** on Saturday.

Note

We often use a time phrase, like *this weekend, on Saturday, in May, at 2 p.m.* with the present continuous for future arrangements.

Choose the correct option.

We use the present continuous for a fixed future plan / prediction.

Practice

3 **Look at Luke and Jodie's family calendar. Write sentences about their arrangements.**

Mon	Dad - start new job!
Tues	Luke - ~~dentist's 4.00~~ go to football practice 4.15 Jodie - meet Ann after school
Wed	Mum and Dad - visit Grandma
Thurs	Luke - dentist's 4.30 Jodie - study for English exam
Fri	~~Jodie - hairdresser's 5.00~~
Sat	Jodie - hairdresser's 11.00 Evening: Luke and Jodie - have pizza with friends
Sun	Luke and Jodie - cinema

1 *On Monday, their dad's starting a new job.*
2 *On Tuesday, Luke isn't going to the …*

Speak

4 **Think of two arrangements for next weekend, one true and one false. Ask and answer about your arrangements. Guess the true arrangement.**

A: *What are you doing next weekend?*
B: *I'm going shopping and I'm also playing basketball.*
A: *You aren't playing basketball, you're going shopping.*

Pronunciation: /eɪ/ great, /aɪ/ like

5 **Go to page 116.**

Use your English: Make arrangements: invite, accept, refuse (with excuses)

6 **Listen and repeat. Then practise the conversation in pairs.**

A: Would you like to go to a music festival?
B: That sounds good. When is it?
A: It's on Saturday 4th August. Is that OK?
B: Yes, fine. Where is it?
A: It's in Finsbury Park. Do you fancy going?
B: Yes, that would be great. Thanks.

Invite
Would you like to go to a music festival?
Do you want to go to the cinema?
Do you fancy going skateboarding?
What about going into town?

Accept
Yes, that sounds fun/great.
Thanks, that would be great.
Sure. I'd love to.

Refuse (with excuses)
I'm afraid I can't. I'm busy.
Sorry, I can't. I'm babysitting.
I'd like to, but my grandparents are visiting.
I don't really fancy it, but thanks.
Thanks for asking, but I don't think I can.

7a **Practise similar conversations about the events below.**

What?	When?	Where?
an 80s disco!	on Sat 5th Oct	at the Youth Club
a fireworks display	on Sat 2nd Nov	in City Park
a fashion show	on Fri 8th Nov	in the Town Hall

b **Now invite your partner to other events.**

Extra practice

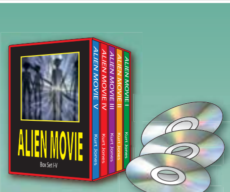
For more practice, go to page 102.

1c They're the best films ever!

Grammar Comparison of adjectives: *much* + comparative adjective *(not) as … as*
Superlatives
Vocabulary Adjectives of opinion

Reviews

DVD > film > box sets > reviews



What's your favourite box set? Here's your chance to tell us what you think. Read other people's opinions and rate them, too.

I think the *Lord of the Rings* and *The Hobbit* are the best films ever! The three *LOTR* films are scarier and more exciting than *The Hobbit*, but *The Hobbit* films are less complicated. The plot gets much more confusing in *LOTR*! The actors in *The Hobbit* are as brilliant as the actors in *LOTR*. My absolute favourite is Andy Serkis (Gollum). **GANDALFTHEGREY** *55 minutes ago*

⬆ 10 ⬇ 6

I'm a big *X-Men* fan, but the later ones are a bit disappointing – they aren't as good as the first three. I think the *Spider-Man* films are much better. I didn't like the third one much (it was a bit dull), but the last one is amazing. **FILMFREAK3** *3 hours 35 minutes ago*

⬆ 12 ⬇ 0

The *X-Men* series are my favourite films, without a doubt. They're all fantastic, but in my opinion *X-Men First Class* is the most enjoyable of all. It has great action scenes and the special effects look amazing. The acting is excellent and the music is awesome. **XMENROCK** *4 hours ago*

⬆ 6 ⬇ 2

Personally I don't like films about superheroes. I prefer funny ones, like *Men in Black*. The first two films are much older than the third, but they're still pretty good and very amusing. The third one is much funnier than the others, but it's also more violent. Don't watch it with your little brother or sister. **OXFORDBOY** *4 hours 10 minutes ago*

⬆ 7 ⬇ 0

Get started

1 **What was the last film you saw? What was it like?**

Read

2 1 08 **Listen and read the online film reviews. Who makes only positive comments?**

Comprehension

3 **What is the name of the film series and who is speaking?**

1 'I really like them all except one.' *Spider-Man – filmfreak3*
2 'All the films are very good, but one of them is extra special.'
3 'They're great – but difficult!'
4 'They're good, but some of them aren't great.'
5 'They all make me laugh.'

Vocabulary: Adjectives of opinion

4a **Listen and repeat. Which words are usually positive and which are usually negative?**

Positive: *amazing, …*
Negative: *awful, …*

• amazing • awesome • awful • boring
• brilliant • complicated • confusing
• disappointing • dull • enjoyable • exciting
• frightening • funny • interesting • sad
• scary • violent

b **Which words have the same meaning? Which ones are opposites?**

c **Match words in Exercise 4a to the sentences.**

1 I enjoyed it. It was *enjoyable*.
2 Hmmm, I didn't really understand it.
It was ___ / ___.
3 There were lots of fights. It was ___.
4 I hid behind the sofa! It was ___ / ___ .
5 I really wanted to see it but then I didn't like it.
It was ___.
6 It made me laugh. It was ___.
7 I cried! It was___.
8 The film was very, very good.
It was ___ / ___ / ___.
9 Sorry, I fell asleep halfway through!
It wasn't ___ / ___ – it was ___ / ___.
10 I hated it. It was very bad. It was ___.

Grammar

Comparison of adjectives

much + comparative adjective

I think the *Spider-Man* films are **much better/ worse**.
The third one is **much funnier** than the others.
They're **much more/less exciting**.

(not) as … as

They are(**n't**) **as good as** the first three.

Superlatives

X-Men First Class is **the most/least enjoyable** of all.
They're **the best/worst** films ever!

Practice

5 **Write sentences to compare the three films. Use superlatives, *(not) as … as* or *(much)* and comparative adjectives. Then compare sentences with your partner.**

FILM	scary	exciting	good
The Midnight Man	***	*	***
No Time Like Now	****	*****	*****
Come Back Soon	*	**	*

1 *The Midnight Man* (scary)
'The Midnight Man' isn't as scary as 'No Time Like Now' but it's much scarier than 'Come Back Soon'.
2 *Come Back Soon* (exciting)
3 *No Time Like Now* (good)
4 *Come Back Soon* (bad)
5 *No Time Like Now* (scary)
6 *The Midnight Man* (exciting)

Speak

6 **Work in pairs. Choose three film series that you like. Give each one a score from one to five stars for the adjectives in the box. Then discuss your ideas with the class.**

• exciting • funny • good • interesting
• sad • scary

We think the Matrix films are better than X-Men, but they aren't as good as Spider-Man. The first Spider-Man film is …

Write

7 **Read the reviews in Exercise 2 again. Then write about the three film series you chose in Exercise 6, using adjectives of opinion.**

… are great films, but in my opinion they aren't as good as … I think …

Extra practice

For more practice, go to page 102.

1d Music festivals

SKILLS FOCUS: READING

ACROSS CULTURES

Get started

1 **Look at the photos. What's the most famous music festival in your country?**

Read

READING TIP: HOW TO PREPARE FOR READING

When you prepare for reading, look at the title, pictures and the headings. This will help you to understand the text.
Now do Exercise 2.

2a **Read the text quickly, then match the photos (A–D) to the paragraphs (1–4).**

b 1 10 **Read the text again and match the headings (a–d) to the paragraphs (1–4). Then listen and check.**

a) Rock band wants prize
b) All kinds of African music
c) A wide range of music and nationalities
d) Music and youth around the world

Comprehension

3 **Read the text. Choose the correct options.**

1 The text is ___.
   a) an interview [✓ b) a magazine article]
   c) an encyclopedia entry
2 The International Festival in Wales is a ___ festival.
   a) jazz b) rock c) music and dance
3 Emma thinks it will be ___ to get to the semi-finals.
   a) difficult b) easy c) impossible
4 Sanjay is going to ___ the Mumbai Rock Festival.
   a) watch b) compete at c) rehearse at
5 The music festival in Zanzibar takes place ___.
   a) in the old city centre b) in a field
   c) in a football stadium
6 Farrokh is going to ___ at the music festival in Zanzibar City.
   a) perform b) work c) compete

Music festivals around the world

1 ___

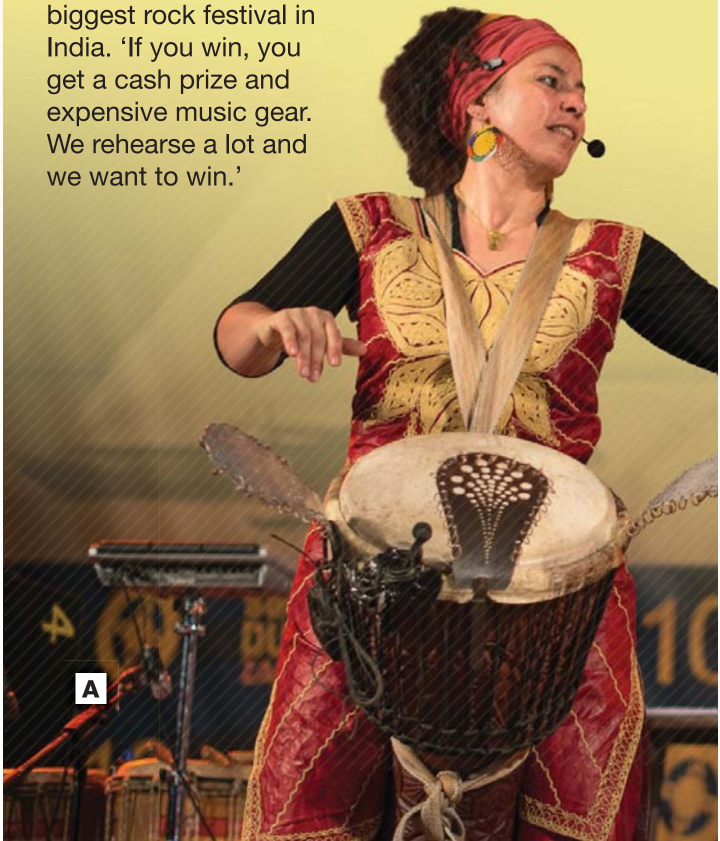
All around the world young people are going to festivals to listen to music, to perform and to take part in competitions. We meet three teenagers from different countries and ask about their experiences.

2 ___

Emma tells us about The Llangollen International Music Festival that takes place every July in a small town in Wales. 'Each year people come from many different countries. There's lots of choral music, folk singing and dancing as well as classical music. The concerts and competitions take place inside an enormous marquee. My school choir's going to compete in the youth choir competition. It will be tough but we hope to get to the semi-finals.'

3 ___

Sanjay is the lead singer in rock band Tin Heads. 'People don't usually think we have rock and heavy metal in India, but there are millions of people who are into this type of music,' he says. This year Sanjay's band is competing on day one of the Independence Rock Festival in Mumbai. I-Rock is the oldest and the biggest rock festival in India. 'If you win, you get a cash prize and expensive music gear. We rehearse a lot and we want to win.'


A

4 ___

Farrokh lives in Zanzibar City, which has one of the most important music festivals on the African continent. The festival takes place in an old fort in the historical centre of the city, called Stone Town. 'It's an amazing African party', Farrokh tells us. 'You can hear all types of music here: traditional, fusion, reggae, jazz and hip-hop. The musicians come from all over Africa. During the festival I help backstage with food and drinks so I get to meet many of the famous bands!'

NEW WORDS

- perform
- take place
- choral
- marquee
- choir
- compete
- tough
- semi-finals (of a competition)
- be into (something)
- cash
- gear
- rehearse
- fort
- fusion
- backstage

Speak

4 **Work in pairs. Answer the questions.**

1 Which of the festivals in the photos would you like to go to? Why?/Why not?
2 Do you know any music festivals or competitions in other countries?
3 Can you play a musical instrument?

Listen

5 **Listen to two conversations. Choose the correct options.**

1 There are more than **[✓ 150] / 50** music festivals in the UK every year.
2 Len mentions rock, jazz and **dance / hip-hop** festivals.
3 Len thinks the 'Big Chill' music festival is much **bigger / better** than Glastonbury.
4 Robert is playing in **a rock band / an orchestra** this weekend.
5 Robert thinks performing at the Royal Albert Hall is **a bit scary / exciting**.

Project

6 **Imagine you are going to organise a youth music festival in your home town. Write a paragraph for the school website about your plans.**

- Where is it going to be?
- What type of competitions/awards are there going to be? (Best Singer, Best Rock Band, etc.)
- What are the prizes going to be?
- Are you going to invite any famous musicians?

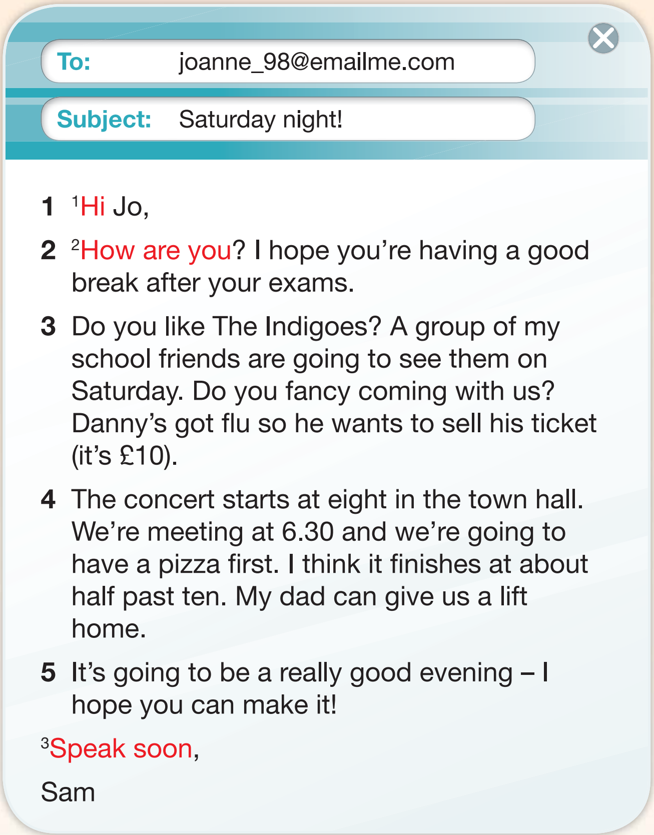
We are going to organise …

1e The concert

SKILLS FOCUS: WRITING AN INFORMAL EMAIL

Get ready to write

1 **Read the email. Who is it from and what is it about?**



To: joanne_98@emailme.com

Subject: Saturday night!

1 [1]Hi Jo,

2 [2]How are you? I hope you're having a good break after your exams.

3 Do you like The Indigoes? A group of my school friends are going to see them on Saturday. Do you fancy coming with us? Danny's got flu so he wants to sell his ticket (it's £10).

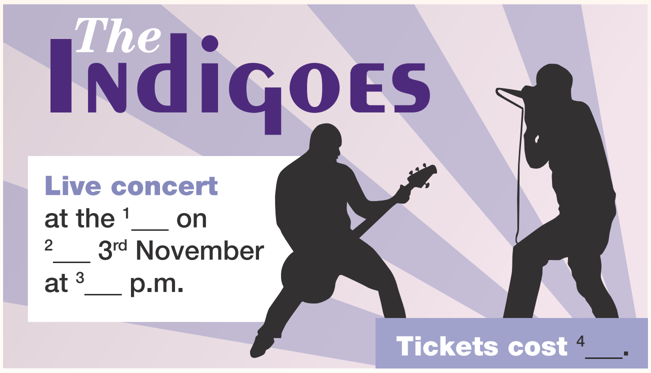
4 The concert starts at eight in the town hall. We're meeting at 6.30 and we're going to have a pizza first. I think it finishes at about half past ten. My dad can give us a lift home.

5 It's going to be a really good evening – I hope you can make it!

[3]Speak soon,

Sam

2 **Complete the missing words.**



The Indigoes

Live concert
at the [1]___ on
[2]___ 3rd November
at [3]___ p.m.

Tickets cost [4]___.

3 **Read the email again and match the sections in the email (1–5) to the correct headings (A–E).**

1 – B

A Details and arrangements
B Greeting
C Summary and conclusion
D Main message
E Introduction

WRITING TIP: INFORMAL EMAILS

You can start an informal email with *Dear (John)*, … but you can also start it with *Hi!* or *Hello!*
End it with a friendly expression, for example: *See you soon, Bye for now, Speak soon, Love* or even just a *x* after your name.
Now do Exercise 4.

4 **Look at the email in Exercise 1. Replace the words and phrases in red (1–3) with a word and phrase from the box (there are two choices for each). Then compare with a partner.**

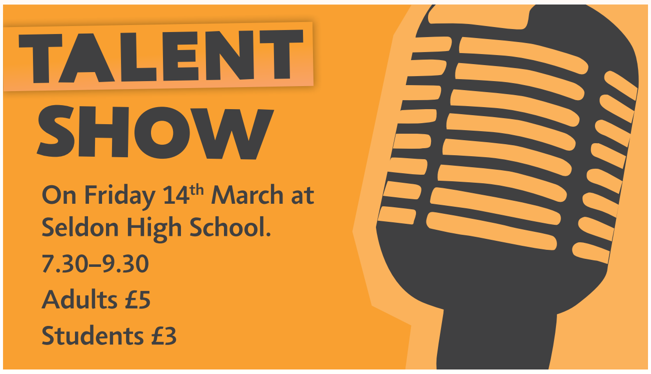
- Bye for now • Dear • Hello
- How are things with you?
- How's it going? • Love

1 Dear Jo …

Write

5 **Look at the information below. Write an email to a friend. Invite him/her to join you and Carl on Friday evening. Use the headings in Exercise 3 as a guide.**

C U @ Benji's café @ 6 – Let's have
a snack before it starts!
Carl



TALENT SHOW

On Friday 14th March at
Seldon High School.
7.30–9.30
Adults £5
Students £3

1 Language Revision

Grammar (15 marks)

1 Choose the correct options.

0 We'll go / [✓ 're going] to the cinema tomorrow. Do you want to come?
1 In the future robots **will / are going to** play musical instruments.
2 They're planning their holidays. They**'re going to go / 'll go** to Italy.
3 Are you coming out with us tomorrow night? Sorry, **I'll go / 'm going** to a concert.
4 I really like that music. I think **I'm going to / 'll** download it right now.
5 We can't come to the party. We**'ll stay / 're staying** with my uncle this weekend.
6 I feel nervous. I think **I'll practise / 'm practising** my audition song again.
7 It probably **won't rain / isn't raining** today.

.../7

2 Complete the sentences so they mean the same.

0 *Batman* is more exciting than *Spider-Man*.
Spider-Man isn't as exciting as Batman.
1 The first film wasn't as good as the second one.
The second film was ___ the first one.
2 Jessica is more intelligent than Emma.
Emma ___ as Jessica.
3 This film is better than all the others.
This is ___ film.
4 *Toy Story 2* isn't as funny as *Toy Story 3*.
Toy Story 3 is ___ *Toy Story 2*.

.../8

Vocabulary (16 marks)

3 Write the musical instrument.

0 efutl *flute*
1 oenphxoas ___
2 arnietcl ___
3 noiap ___
4 turiga ___
5 elolc ___
6 oybkedar ___
7 sumdr ___
8 utemptr ___

.../8

4 Complete the adjectives.

0 I fell asleep because the film was very boring.
1 I didn't understand the story. It was c___d and c___g.
2 I was really frightened. It was a very s___ film.
3 The photography was aw___e, but the plot was d___g and d___l.
4 Well done! Your project on the Romans was ex___ and very f___y!

.../8

Phrases/Use your English (9 marks)

5 Complete with phrases from the box.

- hang on!
- What's up?
- can't make it!

A: Hi, Sarah. ^{1}___
B: I'm organising my party. Are you coming?
A: When is it?
B: Next Friday.
A: Oh no! I ^{2}___ I'm going to Adel's party.
B: That's a shame!
A: Oh, ^{3}___ I can come after all. Adel's party is on Saturday.

.../3

6 Look at the jumbled conversation. Number the lines in the correct order.

☐ a) What about going on Sunday afternoon?
☐ b) Great! What time does the film finish?
1 c) Would you like to see the new *Batman* film with me on Saturday afternoon?
☐ d) I'd like to, but I'm babysitting my brother in the evening.
☐ e) Good idea! I love pizza.
☐ f) Yes, Sunday's better. Do you fancy going for a pizza after the film?
☐ g) It finishes at 7 p.m., a perfect time to go for a meal!

.../6

1.12 **LISTEN AND CHECK YOUR SCORE**	
Grammar	.../15
Vocabulary	.../16
Phrases/Use your English	.../9
Total	**.../40**

2a I've just told you.

Grammar Present perfect simple with time adverbials *ever, never, already, just, yet*

Vocabulary Household jobs

Dialogue

1 Listen and read. Why does Jodie need her calculator?

Luke: Have you been in my room, Jodie?
Jodie: Yes, I was looking for my calculator.
Luke: I've already looked. It isn't in there.
Jodie: How do you know? Your room's a mess. Have you *ever* made your bed?
Luke: Of course I have. Anyway, yours isn't much better. I've never seen it tidy.
Jodie: Actually, I'm sorting it out right now.
Luke: Well, good for you! Have you found the carpet yet?
Jodie: Oh, ha ha, very funny. I'm going to take some old clothes to a charity shop in a minute.
Luke: OK, you do that and I'll finish my Maths homework. I bet you haven't started yours yet.
Jodie: True, I haven't. But that's because I can't.
Luke: Why? What do you mean?
Jodie: I've just told you. I can't find my calculator.

Phrases

- How do you know?
- good for you!
- ha ha, very funny
- you do that

Comprehension

2 Answer true (T), false (F) or doesn't say (DS).

1 Jodie can't find her calculator. *T*
2 Luke had it yesterday.
3 Jodie's room is always tidy.
4 They've both got Maths homework.
5 Luke has got the calculator.

Vocabulary: Household jobs

3 Recall **Complete the phrases with the words from the box. Then check the Word bank on page 111. Listen and repeat.**

- do (x 7) • empty • lay • make (x 2) • take
- tidy • wash

1 *make* breakfast
2 ___ the bed
3 ___ the car
4 ___ the cleaning
5 ___ the ironing
6 ___ the rubbish out
7 ___ the table
8 ___ the vacuuming
9 ___ the washing
10 ___ the washing-up
11 ___ your room
12 ___ the cooking
13 ___ the shopping
14 ___ the dishwasher

Grammar

Present perfect simple with time adverbials *ever, never, already, just, yet*

I've already looked.
Have you **ever made** your bed?
I've never seen it tidy.
I've just told you.
Have you **found** the carpet **yet**?
You **haven't started** yours **yet**.

Note

The verb *go* has two past participles, *gone* and *been*.
He's gone *to his room.* (He's in it now.)
He's been *in his room.* (He was there but isn't there now.)

Complete the rules.

The words ^{1}___, ^{2}___, ^{3}___ and ^{4}___ usually come between the auxiliary and the main verb.

The word ^{5}___ usually comes at the end of a sentence.

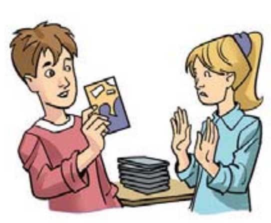
Practice

4 Recall **Write the past participle form of the verbs. Then check the irregular verb list on page 118.**

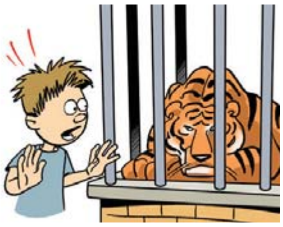
be – been *buy – bought*

- be • buy • come • do • eat • find • get
- go • have • hear • lose • make • meet
- put • read • run • say • see • sing • sit
- spend • take • think

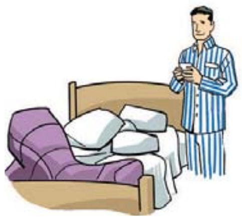
5 Write sentences with the present perfect form of the verbs and *just, yet, already* or *never*.



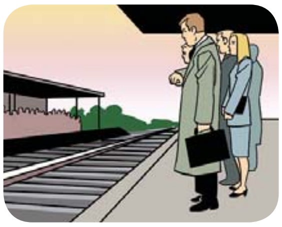
1 she/see/the film
She's already seen the film.



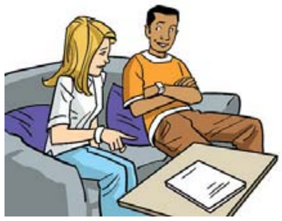
4 he/see/a tiger before



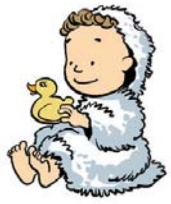
2 I/not make/the bed



5 the train/not arrive



3 you/finish/that book?



6 he/have/a bath

6 Put the word in brackets in the correct place in the sentence. Then ask and answer in pairs.

ever
1 Have you cooked a meal? (ever)
Have you ever cooked a meal?
Yes, I have./No, I haven't.
2 Have you had your sixteenth birthday? (yet)
3 Have you broken a bone? (ever)
4 Have you had lunch? (just)
5 Have you performed in a concert? (ever)
6 Have you learnt to drive? (yet)

Write and speak

7a Work in pairs. Write three more *Have you ever ... ?* questions.

b Find a new partner. Take turns to ask and answer the new questions.

Extra practice

For more practice, go to page 103.

2b He asked me out.

Grammar Present perfect simple and past simple
Time adverbials
Vocabulary Relationship words and phrases
Function Talk about problems: suggestions and advice

Read

1 2 03 **Listen and read the problem page. Who's got the worst problem? Why do you think so?**

PROBLEMS?

TAMSIN IS HERE TO HELP.

HOME ADVICE

My girlfriend often borrows money from me, but she doesn't always give it back. Yesterday she borrowed £10 because she wanted to buy me a present – crazy! I don't want to break up with her, but I've lent her quite a lot over the past few months and I'm getting a bit annoyed. Help!

Mike, 16

I go around in a group of three. Most of the time we get on well, but a few weeks ago the other two had a big argument. They haven't made up yet – it's going on and on and I hate it. I don't know what to do, it's driving me mad.

Jules, 15

I'm worried about my best friend. He's missed a lot of school recently, in fact last week he stayed away for three days. I don't think his parents know. I haven't told my mum and dad because I don't want to get him into trouble. What should I do?

Luke, 16

Up to now, the boy next door has been one of my best friends. We've always been like brother and sister. Then last weekend he asked me out. I was really shocked. I don't think of him like that. I said 'No' and now he doesn't speak to me. I feel terrible.

Josie, 15

Comprehension

2 **Answer the questions in pairs. Who …**

1 bought Mike a present? *his girlfriend*
2 paid for it?
3 has two best friends?
4 doesn't go to school every day?
5 surprised a friend?
6 has upset a friend?

Vocabulary: Relationship words and phrases

3 2 04 **Listen and repeat. Which ones are positive and which are negative?**

Positive: *ask somebody out, …*
Negative: *argue (with), …*

- argue/have an argument (with)
- ask somebody out
- be/get annoyed (with)
- be friends (with)
- break up (with)
- fall in love (with)
- fall out (with)
- get divorced (from)
- get engaged/married (to)
- get on well (with)
- go out (with)
- make up

Grammar

Present perfect simple and past simple

Name the tenses.

1 She **wanted** to buy me a present.
2 **I've lent** her quite a lot.
3 He **stayed** away for three days.
4 I **haven't told** my mum and dad.

Complete the rules.

We use the [1]___ tense to refer to finished time.
We use the [2]___ tense when the past still affects the present.

Practice

4 Make five true sentences using the time adverbials in the box.

I started school eight years ago.
I've just had lunch.

- ago
- already
- at one o'clock
- ever
- in 2013
- just
- last night
- never
- on Saturday
- recently
- so far
- yet
- this morning
- up to now
- yesterday

5 Write sentences. Use the present perfect or the past simple.

1 when/they/start/going out?
When did they start going out?
2 you/ever/fall in love?
3 they/not/make up/yet
4 he/phone/her/yet?
5 when/they/break up?
6 she/never/argue/with him
7 they/meet/last year
8 my parents/get married twenty years ago

Speak

6 Ask and answer about the things in the box.

A: *Have you ever been to a wedding?*
B: *Yes, I have. I went to one last year.*
A: *Whose wedding did you go to?*
B: *I went to my cousin's wedding. It was fun.*

- go to a wedding
- lose something important
- have flu
- be on a plane
- see an elephant
- meet a famous person

Use your English: Talk about problems: suggestions and advice

7 Listen and repeat. Then practise the conversation in pairs.

A: You look fed up. What's the matter?
B: I'm a bit worried about my homework.
A: Why? Is it difficult?
B: No, not really. But I haven't got time to do it.
A: Well, why don't you talk to your teacher? Perhaps you can do it tomorrow.
B: Yes, good idea. Thanks.

Ask about a problem
You look a bit miserable/worried/fed up.
What's the matter/What's up?

Respond
I'm a bit worried about my homework.
I don't know what to do about my homework.

Suggest and advise
I see. Well, why don't we study together?
Maybe you should stay in and revise this weekend.
I don't think you should worry too much.

8 Work in pairs. Look again at the problems in Exercise 1. Then roleplay conversations with Mike, Jules, Luke and Josie. Use the ideas in the box or your own ideas.

A: *Hi, Mike, you look fed up. What's the matter?*
B: *I don't know what to do about …*

- explain how you feel
- say 'No!'
- forget your wallet
- talk to him/her/them
- discuss it with an adult
- relax
- forget about it

Write

9 Choose one of the conversations from Exercise 8. Write the conversation. Use Exercise 7 to help you.

Extra practice

For more practice, go to page 103.

2c People who you can trust.

Grammar Defining relative clauses with *who, which, that, whose, where*
Vocabulary Family

Get started

1 **Which would you prefer – to have lots of brothers and sisters, or to be an only child? Why?**

Read

2 **Listen and read the article. Do you think this article is true about you and your family?**

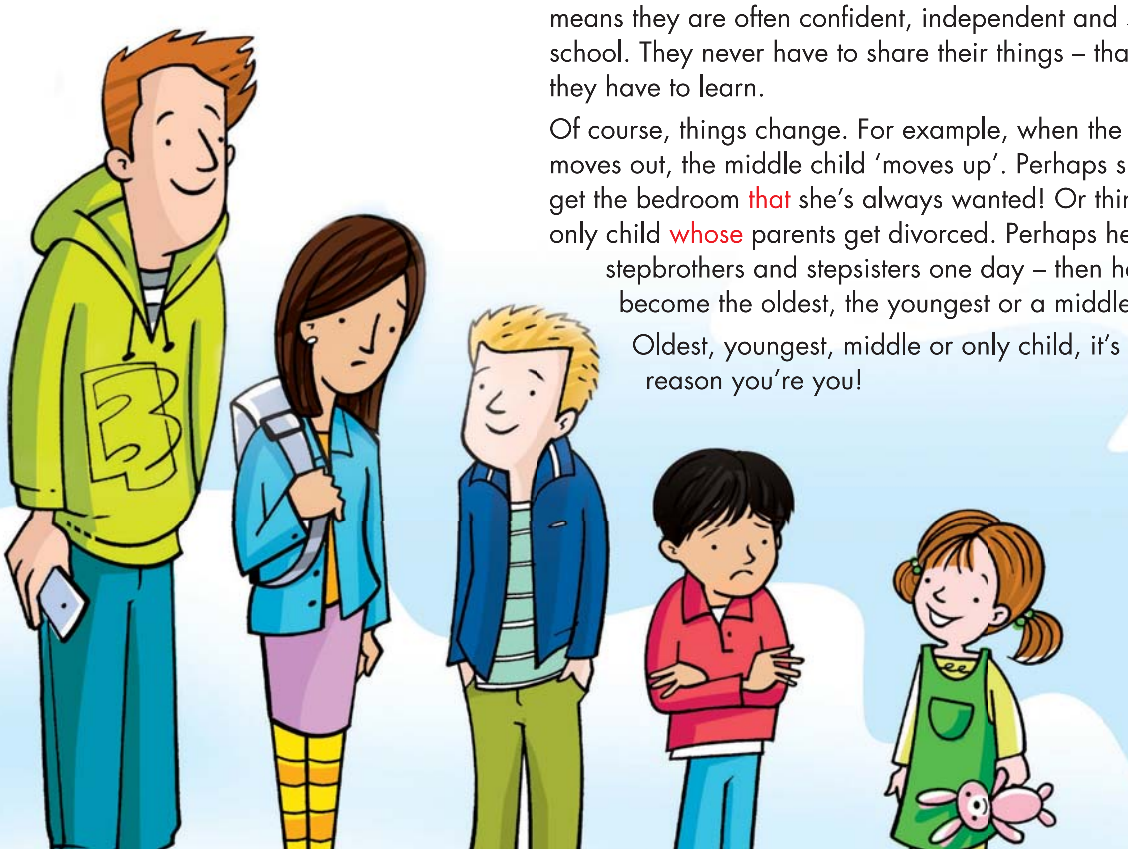
Comprehension

3 **Work in pairs. Answer the questions according to the article.**

1 When do oldest children become anxious?
When the second child arrives.
2 What negative feelings do youngest children sometimes have?
3 Why do middle children often have lots of friends?
4 What do only children need to learn?
5 How can the only child in a family become the youngest?

KNOW YOUR PLACE!

Are you an only child? Or perhaps you are the oldest, the youngest, or a middle child. Does it matter? Well, yes, it does! The place where you are in your family affects your personality.



Oldest children are confident people and natural leaders – but they are sometimes anxious, too. Why? The first child gets lots of attention from parents, grandparents, aunts and uncles. Then the second child arrives. It's a major event that changes everything.

Youngest children are usually easy-going people who love parties and fun. They often have more freedom than their brothers and sisters. On the other hand, they sometimes think their parents don't care about them. They feel unimportant: they often get clothes and toys which the others have used before them.

Middle children make friends easily. They dislike arguments and are good peacemakers (they have to be!). They are people who you can trust. However, children that are in the middle often feel less special than their brothers and sisters. Things don't always seem fair.

Only children spend a lot of time alone or with adults. This means they are often confident, independent and successful at school. They never have to share their things – that's a lesson they have to learn.

Of course, things change. For example, when the oldest child moves out, the middle child 'moves up'. Perhaps she'll finally get the bedroom that she's always wanted! Or think about an only child whose parents get divorced. Perhaps he will have stepbrothers and stepsisters one day – then he will suddenly become the oldest, the youngest or a middle child.

Oldest, youngest, middle or only child, it's part of the reason you're you!

Vocabulary: Family

4a **Recall** **Name as many family words as you remember. Then check the Word bank on page 111.**

b 2 07 **Extension** **Listen and repeat. Then complete the sentences with the words from the box.**

- daughter/son-in-law
- fiancée/fiancé
- married
- mother/father-in-law
- single
- sister/brother-in-law
- stepmother/father
- stepsister/brother

1 My brother's wife is my *sister-in-law* and she's my parents' ___.
2 My mum got married again. Her second husband is my ___ and his daughter is my ___.
3 My sister is going to marry her ___ next year. Then she won't be ___ anymore.

Grammar

Defining relative clauses: *who, which, that, whose, where*

who/that

Youngest children are usually easy-going people **who/that** love parties. (subject)
They are people (**who/that**) you can trust. (object)

which/that

It's a major event **which/that** changes everything. (subject)
Perhaps she'll finally get the bedroom (**which/that**) she's always wanted! (object)

whose

Think about an only child **whose** parents get divorced.

where

The place **where** you are in your family affects your personality.

Complete the rules.

We use ^{1}___ or ^{2}___ for people and ^{3}___ or ^{4}___ for things.
We use ^{5}___ for places and ^{6}___ for possession.
We can omit ^{7}___, ^{8}___ or ^{9}___ when they refer to the object of the sentence.

Practice

5 **Join the sentences. Use *who, which, where* or *whose*. Then, when possible, write a second sentence omitting the relative pronoun.**

1 They're the people. I met them last night.
They're the people who I met last night.
They're the people I met last night.
2 That's the house. I was born there.
3 They're the toys. I gave them to my sister.
4 She's the girl. She's got four brothers.
5 He's the boy. His brother's just got married.
6 It's a problem. It causes arguments.
7 There's the girl. We were talking about her.
8 This is the book. I need it.

6 **Make true sentences. Then compare with a partner.**

1 I don't like people who ...
2 I like going on holiday to places where ...
3 I've got some friends who ...
4 I like films which ...
5 I prefer food which ...

Pronunciation: /æ/ family, /ɑː/ father

7 2 08 **Go to page 116.**

Listen

8 2 09 **Listen to the conversation and answer true (T) or false (F).**

1 Harry is the youngest child in his family. *T*
2 He's got a sister who is married.
3 His niece was born two years ago.
4 His niece's name is Alice.
5 He's got three sisters.
6 Harry's sister Jackie is married to Andy.

SOLVE IT!

9 **Listen again. How old is Alice's mum?**

Extra practice

For more practice, go to page 103.

2d The Rock Roses

SKILLS FOCUS: LISTENING and SPEAKING

REAL LIFE **ISSUE**

'Hey, Ian, what are you doing next Saturday?'

'I don't know. Why?'

'I've got a spare ticket for The Rock Roses concert. My cousin's just dropped out. Do you want to come?'

'You bet I do. Fantastic. Oh, but how much is it?'

'That's just it, it's free. My dad works at the theatre, so he's got a couple of free tickets. How good is that?'

'It's excellent. I can't wait. Thanks, James.'

'No problem. It'll be a blast. See you tomorrow at school.'

Ian put his phone down and went to find his mother.

'Guess what, Mum, James has got me a free ticket for The Rock Roses. Isn't that amazing!'

'That sounds wonderful. Hang on, when is it?'

'This Saturday evening. Why? What's the matter?'

'Ian, that's the day of Danny's birthday party. Don't tell me you've already forgotten?'

* * *

Danny was Ian's next-door neighbour. He was three years younger than Ian and he hero-worshipped the older boy. He often called round to visit and he even copied Ian's taste in music and TV programmes. Ian found him quite annoying. It didn't usually matter too much, but this time it mattered a lot.

'Oh no! I don't believe it. I can't miss The Rock Roses! I can see Danny any time!'

'Don't be mean. He's really looking forward to Saturday and I don't think he's invited many people. And you *have* already accepted the invitation, you know.'

'I know, but they're my favourite band. I've always wanted to see them. Are you saying I can't go?'

'Well, Ian, I suppose it's up to you.'

NEW WORDS

- Hey
- spare
- drop out
- That's just it.
- a couple of
- blast
- guess what
- hero-worship
- taste (in music, etc.)
- mean (= unkind)
- look forward to
- it's up to (you)

Get started

1 **Imagine you can have a free ticket to a concert. Who would you most like to see?**

Read

2 2 10 **Read the story about Ian. Why is he upset?**

Comprehension

3 **Choose the correct options.**

1 The spare ticket was James's **dad's** / [✓ **cousin's**].
2 At first, Ian's mother was **pleased** / **worried** about the concert.
3 Ian is **the same age as** / **older than** Danny.
4 Danny is planning a **big** / **small** party.
5 Ian's mother says he must **go to the party** / **decide**.

Speak your mind!

SPEAKING TIP: SPEAK AS MUCH AS POSSIBLE

Get as much practice as possible. Always try to join in conversations and discussions in English. Make sure you always say something.
Now do Exercise 4.

4a **Work in pairs (AA and BB).**

Students A: Think of three reasons why Ian should go to the concert, not the party. Make notes.

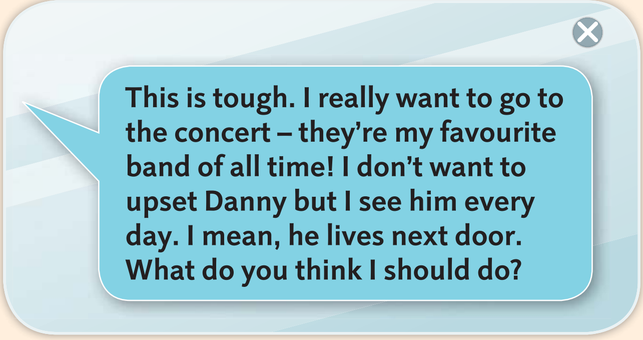
Students B: Think of three reasons why Ian should go to the party, not the concert. Make notes.

b **Make new pairs (AB). Use your notes to roleplay a discussion about what Ian should do.**

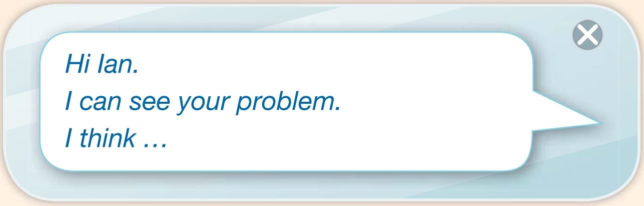
A: *He should go to the concert because …*
B: *No, I don't agree. I think …*

Write

5 **Read Ian's message and write your reply. Give reasons for your advice.**



This is tough. I really want to go to the concert – they're my favourite band of all time! I don't want to upset Danny but I see him every day. I mean, he lives next door. What do you think I should do?



Hi Ian.
I can see your problem.
I think …

Listen

LISTENING TIP: LISTEN FOR GIST

Listen to the whole recording first, to get a general idea of the meaning. Then listen again for detail.
Now do Exercise 6.

6a 2 11 **Listen to Ian talking to James the next day at school. Choose the correct options.**

1 Ian is going to go to ___.
a) the party b) the concert
2 James is ___.
a) surprised b) upset
3 James says it's ___.
a) a problem b) fine

b 2 11 **Listen again and answer the questions.**

1 At first, what does James suggest?
2 What two reasons does Ian give for his decision?
3 What does James say about his dad?
4 What does he say about The Rock Roses?

Speak

7 **Do you think Ian was right? Why?/Why not? Tell the class.**

2 Language Revision

Grammar (16 marks)

1 Write sentences. Use the present perfect form of the verbs and the words in brackets.

0 Have/perform/in a play? (ever)
Have you ever performed in a play?
1 I/do/my homework (already)
2 Robert/not read/the book (yet)
3 I/go/to Ireland before (never)
4 She/have/lunch (just)
5 Jackie's boyfriend/meet/her/parents? (ever)

.../5

2 Complete the conversation with the present perfect or past simple form of the verbs.

A: Hi, Joe. How are you?
B: Fine, thanks. [0] *I've just come* (just come) back from the USA. [1] ___ (you/ever/go) there?
A: Yes, I [2] ___ (go) two years ago. Where [3] ___ (you/stay)?
B: We [4] ___ (stay) with some friends in Hollywood.
A: I [5] ___ (never go) to Hollywood! Did you meet anybody famous?
B: No, we didn't. But last week, we [6] ___ (visit) Universal Film Studios.
A: Lucky you!

.../6

3 Choose the correct options.

0 This is the place [✓ **where**] / **which** I was born.
1 She's the girl **who / whose** brother is on TV.
2 I don't like films **who / which** are sad.
3 It's my sister Jane **whose / who** is the actress.
4 They are the people **who / whose** we met last year.
5 Which sentence doesn't need a relative pronoun? ___

.../5

Vocabulary (14 marks)

4 Complete the phrases (0–4). Then match them to the definitions (a–e).

0 – c

0 *do* the washing
1 ___ the table
2 ___ the washing-up
3 ___ the vacuuming
4 ___ the breakfast

a) wash dirty cups and plates
b) prepare the first meal of the day
c) wash dirty clothes
d) arrange things ready to eat a meal
e) clean the carpet

.../8

5 Complete the sentences.

0 The opposite of 'get married' is 'get *divorced*'.
1 Meg is my mum's mother. My dad is Meg's ___.
2 Before you get married, you get ___.
3 John and Helen are married. They are ___ and wife.
4 If you ___ arguments, you don't ___ on well.
5 If a boy likes a girl, he asks her ___.

.../6

Phrases/Use your English (10 marks)

6 Complete with phrases from the box.

- How do you know?
- Good for you.
- Ha ha, very funny.
- do that.

A: Have you bought a new phone, Terry?
B: Yes, I have. [1] ___
A: Because you're speaking on it all the time!
B: [2] ___
A: I'm going to buy a new phone, too.
B: [3] ___
A: I'll phone you every hour.
B: You [4] ___ But I won't always answer!

.../4

7 Match the sentences (0–3) to the sentences (a–d) to make a conversation.

0 – d

0 You look miserable.
1 What's the matter?
2 When did that happen?
3 Maybe you should call him and make up.

a) It was last Friday night. I really regret it.
b) Maybe I should. I miss him!
c) My boyfriend Philip and I have split up.
d) I am.

.../6

LISTEN AND CHECK YOUR SCORE	
Grammar	.../16
Vocabulary	.../14
Phrases/Use your English	.../10
Total	**.../40**

2 Skills Revision

1 ______

2 ______

My mum always asks me to do a lot of things around the house. I do the vacuuming, the washing-up and make the beds. This annoys me because my twin brother Mark doesn't do any jobs. I've told my mum that it's not fair, but she just doesn't listen. Last Tuesday we had a big argument when I refused to take out the rubbish. At the moment we're not speaking to each other and last weekend I stayed with Grandma. She's the only person who listens to me. What should I do?

Trisha 14

3 ______

I'm worried about my best friend, Denise. I think she really likes my boyfriend, Nick. Every time I've met up with him recently, Denise always seems to be there, too. Last Friday I met Nick at a café. Denise was in the café when I arrived! Denise isn't as attractive as me, but she is very funny and Nick laughs at all her jokes! I haven't spoken to her about this yet because I am afraid of falling out with her. I don't know what to do.

Kimberly 15

Read

1 **Read the text quickly and match the headings (A–D) to the gaps (1–3). There is one extra heading.**

A He's my boyfriend, not yours!
B I've just broken up with him.
C Ask Annie – the problem page for teens
D I'm fed up with household jobs.

2 **Read the text again. Answer true (T), false (F) or doesn't say (DS).**

0 Trisha does a lot of household jobs. *T*
1 Trisha lives with her grandmother.
2 Trisha isn't speaking to Mark.
3 Denise is going out with Nick.
4 Denise is more attractive than Kimberly.
5 Kimberly doesn't want to have an argument with Denise.

Listen

3a 🎧 2 13 **Listen and choose the correct option.**

The listening is about ... .
a) shopping b) a music event c) a rock concert

b 🎧 2 13 **Listen again and choose the correct options.**

0 The workshop is about **the history of music / [✓ musical instruments]**.
1 At the end of the workshop everybody **performs / listens to a concert**.
2 Danny **has / hasn't** been to the event before.
3 At first, Erica thinks it sounds **dull / exciting**.
4 Erica thinks Tom Sutherland is **cool / boring**.
5 On Saturday Erica is **going shopping / visiting a relative**.
6 Erica and Danny are going to the workshop in the **morning / afternoon**.

Write

4 **Write an email to a friend inviting him or her to an event (for example, a concert or a party). Use the headings as a guide.**

- greeting
- introduction
- main message
- details and arrangements
- summary and conclusion

Dear Miriam,
How are things with you?

NOW I CAN		
Read	understand letters about problems.	☐
Listen	understand gist and detail in a conversation.	☐
Write	write an invitation.	☐

3a Too big to see it all on foot.

Grammar *too* + adjective/adverb + *to*
(not) + adjective/adverb + *enough to*

Vocabulary Adjectives and nouns of measurement
Transport

Read

1 3 01 **Listen and read the webpage. How many types of transport does it mention?**

Comprehension

2 **Answer the questions in pairs.**

Find ...

1 two ways of crossing the river. *by bridge, …*
2 an unusual kind of taxi.
3 a slow way to enjoy the sights along the river.
4 two ways to look down on London.
5 a fast but sometimes uncomfortable way to get about.

GETTING AROUND THE CITY *in style*

So, you have a weekend in London. Lucky you! Here's some advice: plan carefully and decide what you want to do. The city's too big to see it all on foot, so what's the best way to get around?

The Tube is quick and easy, but it's often too crowded to find a seat. Some people prefer to catch a bus and of course there's a great view from the top of a double-decker!

If buses aren't stylish enough to tempt you, how about a rickshaw? The rickshaw rider will take you wherever you want to go. Sit back and enjoy the greenest way to travel! Or, if you want to avoid the traffic, go by boat. River buses are popular and they move slowly enough to see the sights along the river.

Back on dry land, you can use one of the many bridges to cross the river – or if you're too tired to walk, use the cable car! The London cable car goes over the Thames at a height of 90 metres. The river there is only one kilometre wide so it's a short trip. At busy times of the day the cable car goes too fast to take good photos. At other times the ride is slower and long enough to enjoy the view.

Hello Buenos Aires

Grammar

too* + adjective/adverb + *to

The city's **too big to** see it all on foot.
The car goes **too fast to** take photos.

(not)* + adjective/adverb + *enough to

It's (isn't) **long enough to** enjoy the view.
They (don't) move **slowly enough to** see the sights.

Practice

3 **Make sentences. Use the prompts and *too* ... *to* or (*not*) ... *enough to*.**

1 it/be expensive/travel by taxi
It's too expensive to travel by taxi.
2 rickshaws/not be big/carry lots of people
3 I/not dance well/perform in public
4 you/be young/get married
5 David/not study hard/pass his exams
6 Jack/not be strong/carry that box
7 you/be clever/solve the puzzle?
8 Maisie/run slowly/win the race

4 **Write sentences about you with *too … to* or *(not) … enough to*. Use the ideas in the box or your own ideas.**

I'm (not) old enough to have a job.
I'm too young to have a job.

- be old/young – have a job
- run fast/slowly – be in the Olympics
- get up early/late – get to school on time
- sing well/badly – be a pop star
- be fit/unfit – run a kilometre
- be confident/shy – make a speech

Vocabulary: Adjectives and nouns of measurement

5 **Listen and repeat. Then match the nouns to the adjectives.**

age – old

age cost depth distance height length
size speed width

big deep expensive far fast high long
old wide

Listen

6 **Listen to the talk about the Docklands Light Railway. Complete the notes.**

* DLR = ^{1}Docklands Light Railway
* opened in ^{2}______
* unusual because ^{3}______
* started with ^{4}______ stations
and was ^{5}______ km long
* now ^{6}______ stations and ^{7}______
km long
* 200,000 passengers every ^{8}______
* goes ^{9}______ ground (mostly)
* speed: ^{10}______ km per hour

Vocabulary: Transport

7a **Look at the types of transport in Exercise 1 again. Write the advantages and disadvantages of each one.**

The Tube: quick, easy, often crowded

b **Recall How many more types of transport can you name? Check the Word bank on page 112.**

car, tram, …

Speak and write

8 **Discuss the questions in pairs or small groups. Then write some travel advice to tourists in your town or city.**

- What are the different ways of travelling around your town or city?
- Which ways are the slowest, fastest, cheapest and most expensive?
- Which form of transport do you prefer? Why?

You can travel around our town by tram, …

Extra practice

For more practice, go to page 103.

3b You can't miss it.

Vocabulary	Places in town
Function	Ask for and give directions

Vocabulary: Places in town

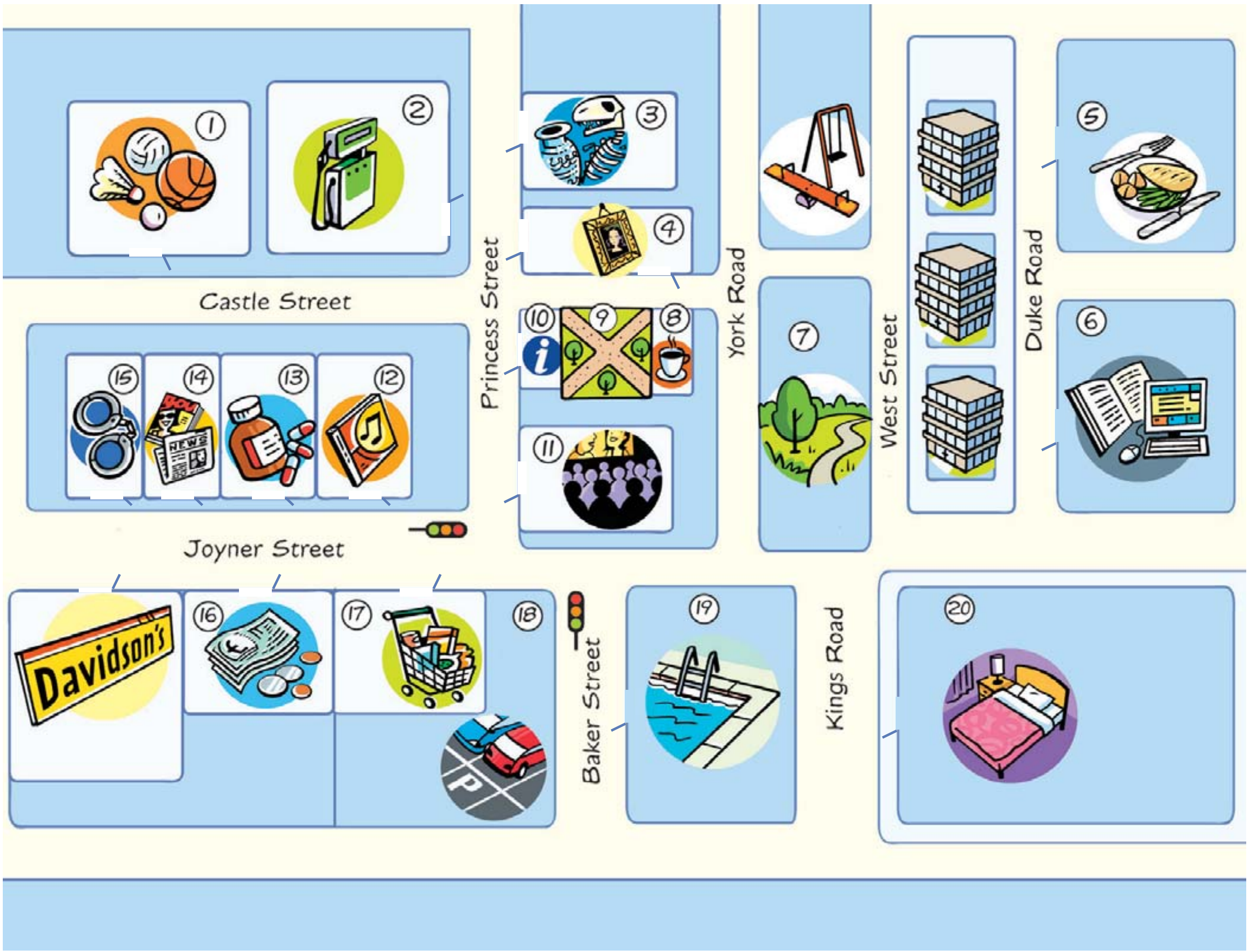
1 Recall List all the places in town on the map. Then check the Word bank on page 112.

Martin: Hey, Emma. Sorry, I'm late. I'm a bit lost.
Emma: Oh no, where are you? Stupid question! I mean, what can you see?
Martin: I'm standing in front of Davidson's department store. It's next to a bank.
Emma: OK, that's Joyner Street. No problem, you aren't too far away. Go right, down Joyner Street to the traffic lights.
Martin: OK, hang on … right, I've done that!
Emma: Good. Now go past the cinema. Then take the second turning on the left into West Street.
Martin: OK, what now?
Emma: Go straight on until you see a children's playground on your left. You can't miss it. I live opposite the playground … Oh, nice hoodie!
Martin: How do you know?
Emma: Look up! Hi there!
Jodie: Hi, Martin!

Phrases
- I'm a bit lost.
- I mean, …
- what now?

Dialogue

2 3 04 **Listen and read. Where does Emma live? Find it on the map.**


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Castle Street
Joyner Street
Princess Street
York Road
West Street
Duke Road
Baker Street
Kings Road
Davidson's
NEWS
P

Comprehension

3 **Rewrite the summary, correcting the mistakes.**

Martin is on his way to see Jodie. She phones him because he's late. She gives him directions from the library to her flat. He knows when he gets to the right place because he sees her.

Martin is on his way to see Emma …

Practice

4 **Look at the map on page 34. Then complete the directions with the places in the box. There are three extra places.**

- cinema
- park
- playground
- restaurant
- supermarket

1 Go left out of the sports centre. Cross Princess Street and go straight on, past the square on your right and the art gallery on your left. Turn right and you'll see the ___ on your left.

2 From the bank, cross over the road and turn right. Take the fourth turning on the left. Go past the library and you'll see the ___ on your right.

Listen

5 3 05 **Look at the map again and listen to two phone conversations. Where are the two people going?**

Pronunciation: Sentence stress and rhythm

6 3 06 **Go to page 116.**

Use your English: Ask for and give directions

7 3 07 **Find Davidson's on the map. Listen and repeat. Then practise the conversation in pairs.**

A: Excuse me. Can you tell me the way to the art gallery, please?

B: Yes, sure. Go down Joyner Street until you get to the traffic lights, then turn left. Go straight on, past the tourist information centre. Cross over the road and you'll see it on the right opposite the petrol station. You can't miss it.

A: Thanks very much.

B: No problem. You're welcome.

Ask for directions

Excuse me./Sorry to bother you …

Can you tell me the way to the theatre, please?

How do I get to the theatre?

Where's the nearest theatre, please?

Give directions

Go left out of the library. Turn right at the corner. It's next to the bank.

Take the second/third turning on the left.

See Exercise 4 for other directions.

8 **Work in pairs. Take turns to ask for and give directions to four places on the map.**

Write

9 **Write directions from your home to the nearest shop, station or bus stop.**

Extra practice

For more practice, go to page 104.

3c We throw away too many things.

Grammar *too many, too much, not enough*
Pronouns *some-, any-, no-, every- + thing, where, one, body*
Vocabulary Countable and uncountable nouns

Read

1 **Listen and read the webpage. Which is the correct summary?**

a) Do more recycling. b) Eat less food. c) Don't throw things away.

TALKBACK: YOU ASK, WE ANSWER. TODAY, WE'RE TALKING ... RUBBISH!

Home | News | Articles

I know I should recycle things, but why? The refuse collectors collect our rubbish every week. So what's the problem? ben15

Of course we can't recycle everything, but we throw away far too many things. Each year the average British family throws away about 100 kg of glass, 40 kg of plastic and 260 kg of paper (that's about five trees). That's an awful lot of rubbish! And believe it or not, we throw away about one third of all the food we buy (so we waste a lot of money, too).

Not enough people recycle and too much rubbish goes to landfill sites (enormous holes in the ground). As everything lies there year after year, it poisons the land. It also creates methane (a greenhouse gas that increases global warming). These days, there isn't enough space for all the landfill sites we need – we have to send some of our rubbish overseas!

It doesn't matter if I recycle or not. One person can't change anything. nonamegirl

Not true! Change has to start somewhere – why not with you? And remember this – if nobody does anything, nothing will change!

Comprehension

2 **Answer true (T), false (F) or doesn't say (DS) according to the webpage.**

1 *Ben15* thinks recycling is a waste of time. *DS*
2 The UK uses 260 kg of paper per person every year.
3 British people waste most of the food that they buy.
4 Rubbish in landfill sites pollutes the earth and the air.
5 Some of our rubbish goes to landfill sites in other countries.
6 *nonamegirl* wants to change things.

SOLVE IT!

3 **Joe is 16. How much glass (approximately) has his family thrown away in his lifetime?**

Vocabulary: Countable and uncountable nouns

4a **3 09** **Listen and repeat. Put the words from the box in the table.**

- family
- food
- glass
- holes
- money
- people
- plastic
- problem
- rubbish
- things

Countable	Uncountable
family	*food*

b **3 10** **Listen and repeat. Now add these words to the table in Exercise 4a.**

- air
- children
- cities
- garden
- information
- litter
- luggage
- music
- news
- pollution
- school
- shop
- snow
- street
- traffic
- woman

Grammar

too many*, *too much*, *not enough

We throw away far **too many** things.
Too much rubbish goes to landfill sites.
Not enough people recycle.
There **isn't enough** space.

Practice

5 **Choose the correct options in sentences (1–4). Then complete the sentences with the correct form of the verb *be*.**

1 There *'s* too [✓ much] / **many** pollution in our towns.
2 There ___ too **much / many** rubbish in the streets.
3 There ___ too **much / many** traffic on the roads.
4 There ___ too **much / many** people in the city.
5 There ___ (not) enough parks and playgrounds.
6 ___ there enough food for us?
7 There ___ (not) enough places where we can recycle.
8 There ___ (not) enough clean air.

Grammar

Pronouns *some-*, *any-*, *no-*, *every-* + *thing*, *where*, *one*, *body*

	some-	***any-***	***no-***	***every-***
thing	something	anything	nothing	everything
place	somewhere	anywhere	nowhere	everywhere
person	somebody someone	anybody anyone	nobody no one	everybody everyone

Practice

6 **Complete the sentences with words from the grammar box.**

1 A: What will the Earth be like in a thousand years' time?
B: *Nobody* knows.
2 A: What shall we do with these old newspapers?
B: Let's find ___ to recycle them.
3 A: I don't know ___ who grows their own food. Do you?
B: Yes, my aunt grows vegetables in her garden.
4 A: Let's do ___ about the litter in the playground.
B: OK, I'll get some rubbish sacks.
5 A: Is there ___ in that bottle?
B: No, ___. It's empty.
6 A: What a terrible place. There's rubbish ___.
B: Yes, and there's ___ to sit down.

Listen

7 **3 11** **Listen to Della talking about her town. Read the summaries (1–6) and tick (✓) the ones that are correct.**

1 I live here. ☑
2 There's nothing to do here. ☐
3 My friends and I don't go to the sports club. ☐
4 I like expensive clothes shops. ☐
5 There aren't enough cafés. ☐
6 The streets are dirty. ☐

Speak

8 **Work in pairs or small groups. Talk about your town, and the things you would like to change (traffic, pollution, rubbish, noise, etc.). Then tell the class.**

There's too much traffic. There's nowhere to go in the evenings.

Extra practice

For more practice, go to page 104.

3d Sightseeing – by land, sea or air!

SKILLS FOCUS: READING

Get started

1 **Look at the photos. Which place looks a) the most interesting b) the most exciting?**

Read

READING TIP: HOW TO GUESS THE MEANING OF NEW WORDS

Use clues to guess the meaning of new words. First, decide what part of speech the word is (e.g. verb, noun or adjective). Then guess what it means from the context (what comes before and after). You can check the meaning in a dictionary later.

Now do Exercise 2.

2a **Read the travel guide quickly. What three cities can you visit? What are the three exciting ways to see them?**

b **Read the guide again and find these new words. Guess the meaning.**

1 junk (line 5)
'junk' is a noun. I think it is a traditional Chinese boat.
2 beams (line 11)
3 stunning (line 11)
4 villains (line 15)
5 fudge (line 20)
6 barbie (line 33)

Comprehension

3 **Answer the questions.**

1 What is the best way to see Hong Kong's high buildings?
From a boat on the harbour.
2 What is the 'Symphony of Lights'?
3 Where can you find ghosts in Edinburgh?
4 What sights can you see in Edinburgh's Royal Mile area?
5 What sights can you see on the helicopter ride?
6 What can you do on Bondi Beach?

TEEN TRAVEL: GUIDE

THREE EXCITING WAYS TO SEE THREE EXCITING CITIES

HONG KONG, CHINA

Did you know that Hong Kong is actually 260 small islands? This city is famous for its skyline. Hong Kong's skyscrapers are too tall to appreciate from the street, so the best way to see them is from a boat on the harbour. Travel in a traditional junk once used by Chinese fishermen and pirates. You can take a night cruise around Victoria Harbour to see the incredible 'Symphony of Lights'. This is a multimedia light and music show where you can see Hong Kong's highest buildings. They are illuminated with coloured lights and laser beams – it's stunning!

EDINBURGH, SCOTLAND

If you don't fancy walking, a fun way to see Edinburgh is by rickshaw. You can fit two or three people in this unusual taxi and the driver gives you a guided tour. Learn about the villains and heroes that lived in the old town. Your guide can also tell you tales about the ghosts in Edinburgh's forgotten underground city. If this is too scary, take a break and visit one of Edinburgh's traditional sweet shops – try some home-made fudge, it's delicious! Finish your tour in the area called the Royal Mile, in the old part of the city. At the bottom you can see Holyrood Palace and at the top, Edinburgh Castle.

SYDNEY, AUSTRALIA

Have you ever been in a helicopter? Take a twenty-minute ride over the city and its beaches. It's amazing to see Sydney's skyscrapers and waterways from the air. The pilot gives a commentary and you can see Sydney Harbour Bridge and Sydney Opera House. The helicopter ride ends at Bondi Beach. This is a popular place for surfers. But if you are not brave enough to go surfing you can relax on the golden beach. And if you're hungry, why not enjoy an Australian 'barbie'? Watch out in January though, because it is summer here and the beach is often too crowded to do anything.

NEW WORDS

- skyline
- skyscraper
- appreciate
- harbour
- pirates
- cruise
- illuminated
- fit
- hero
- tales
- underground
- home-made
- waterways
- commentary

Listen

4 3 13 **Listen to the information about the Sydney 'Hop-on hop-off bus tour'. Complete the notes in the table.**

Bus type:	1 *Open-air double-decker*
Duration of tour:	2 ___ minutes
Ticket types:	3 ___ / ___-hour tickets
Sights:	4 ___, ___
Language of tour commentary:	5 ___
Place to start tour:	6 ___ bus stop
Number of bus stops:	7 ___

Speak

5 **Work in pairs. Make a list of the places, activities and sights in the guide in Exercise 2. Decide which ones you would recommend for teenagers, older people, or for young children.**

Project

6 **Write a travel blog about a place you went to last summer. Use the ideas below. Include a photo you took, or download one from the internet.**

- Where you went
- Who you went with
- How you got there (means of transport)
- Something exciting that happened
- Your opinion of the place

Last summer I went to London …

3e A great city

SKILLS FOCUS: WRITING A BROCHURE

DUBLIN A GREAT CITY

Are you a music-lover, a shopper or do you just want to relax? Dublin offers it all!

[1]__ Walk around the historic streets of Temple Bar and explore the wide variety of shops and market stalls. Relax in a riverside café and watch the world go by. This part of the city is a 'must' for tourists – there's something there for everyone!

[2]__ Check out the many music venues or get tickets for a show or film in one of Dublin's great theatres and cinemas. There are lots of museums and galleries to choose from too, including the very popular Wax Museum Plus, with life-size models of celebrities past and present.

[3]__ Its shops sell everything from high fashion to paperbacks and pencils. And for something a little bit different, go to the Dublin flea market (you'll need plenty of time!).

[4]__ The most famous one is Phoenix Park – it's one of the biggest city parks in Europe. It's home to many animals and birds, including a magnificent herd of deer. You can see more exotic animals as well, because Dublin Zoo is there, too!

Get ready to write

1 **Read the text from a tourist brochure. Complete it with the sentences (a–e). There is one extra sentence.**

1 – b

a) Shoppers will love the city centre.
b) The best way to see the city is on foot.
c) Visit one of Dublin's many beautiful beaches.
d) There's plenty of entertainment on offer.
e) You're never far from a park in Dublin.

2 **In pairs, answer the questions.**

Where can you:
1 see models of famous people?
At the Wax Museum Plus.
2 see wild creatures?
3 sit by the river?
4 buy designer clothes?
5 see an old part of town?

WRITING TIP: PARAGRAPHS AND TOPIC SENTENCES

Organise your writing in paragraphs with different topics. You can start each new paragraph with a 'topic sentence' (see a–e above). This tells the reader the main topic of the paragraph.
Now do Exercise 3.

3 **Read the text in Exercise 1 again. Match the paragraphs to the topics in the box. There is one extra topic.**

- Entertainment
- Open spaces
- Shopping
- Transport
- Walking around the town

Write

4a **Work in pairs. You are going to write a text for a tourist brochure about a town or city.**

1 Choose a town or city you both know.
2 Choose four topics from the box in Exercise 3 and note down your ideas.

Entertainment: four cinemas, skating rink, theatre
Shopping: market, …

b **Now write the brochure. Think of a title and then write four paragraphs. Start each paragraph with a topic sentence.**

Oxford: my city
If you're looking for entertainment, Oxford is the place to go. There are four cinemas and they show a wide range of films. There's also …
You can buy almost anything in Oxford!
There's a …

3 Language Revision

Grammar (14 marks)

1 Complete the sentences. Use *too ... to* or *(not) ... enough to* and the words in brackets.

0 Billy didn’t catch the bus. (run fast)
Billy *didn’t run fast enough to* catch the bus.
1 They can’t get married. (be young)
They ___ get married.
2 We don’t go on expensive holidays. (be rich)
We ___ go on expensive holidays.
3 I didn’t have breakfast. (get up late)
I ___ have breakfast.
4 She didn’t pass the exam. (work hard)
She ___ pass the exam.

…/4

2 Complete the sentences with one word.

I don’t like big cities because there are ^{0}*too* many people. There’s also too ^{1}___ pollution and ^{2}___ enough clean air. I think there are too ^{3}___ buildings and there aren’t ^{4}___ parks.

…/4

3 Complete the words.

0 Is there *any*thing in this bag?
1 I can’t find my watch. I’ve looked every___.
2 The film was boring. ___body enjoyed it.
3 This shop is fantastic. I like every___ in it!
4 I think there’s ___thing in my shoe.
5 The school is closed. Every___ has gone home.
6 I’d like to go ___where hot for my holiday.

…/6

Vocabulary (14 marks)

4 Complete the words.

0 How *deep* is this pool? What’s its *depth*?
1 What’s the s___ of the train? How f___ is it?
2 How h___ is the building? What’s its h___?
3 What’s the w___ of the river? How w___ is it?
4 What’s the l___ of the bridge? How l___ is it?

…/8

5 Write the correct place in town.

0 buy a book? *bookshop*
1 see a painting?
2 post a letter?
3 buy some food?
4 go swimming?
5 drink a coffee?
6 borrow a book?

…/6

Phrases/Use your English (12 marks)

6 Look at the jumbled conversation. Number the lines in the correct order.

☐ a) Yes, very stupid!
1 b) Hi, Jerry. I’m a bit lost!
☐ c) Oh great. ‘Flicks’ is just opposite my block of flats.
☐ d) Sorry. Can you see anything? I mean, a shop or a park?
☐ e) Oh dear! Where are you? I suppose that’s a stupid question.
☐ f) Yes, a cinema called ‘Flicks’.

…/5

7 Complete with words and phrases from the box.

- welcome
- miss it
- turn left
- past
- Sorry to
- along
- Take
- ~~Excuse me~~

A: ^{0} *Excuse me*. How do I get to the post office?
B: ^{1}___ this road and then go ^{2}___ Chester Road. Go ^{3}___ the bank and then you’ll see it.
A: Thanks.
B: You’re ^{4}___.

A: ^{5}___ bother you, can you tell me where the station is?
B: No problem. Go down the road, then ^{6}___. You can’t ^{7}___!

…/7

3 14 **LISTEN AND CHECK YOUR SCORE**	
Grammar	…/14
Vocabulary	…/14
Phrases/Use your English	…/12
Total	**…/40**

4a I haven't seen the sun for weeks.

Grammar Present perfect simple with *for* and *since*
Vocabulary Collocations with *make* and *do*

Get started

1 **Would you like to study abroad for a year? Why?/Why not?**

Read

2 4 01 **Listen and read the school webpage. Which subjects are a problem for Martin?**

Comprehension

3 **Answer true (T), false (F) or doesn't say (DS).**

1 Martin is from London. *F*
2 He prefers California to London.
3 He likes the British weather.
4 Maths and Science are different at his new school.
5 He doesn't enjoy French.

home year 11 news new students

This term we welcome new student Martin Blake to Year 11. Let's do our best to help him settle in quickly.

Martin comes all the way from the USA and will be with us until next summer. Jodie and Sally interviewed him for us.

How long have you been in London and what do you think of it so far?

I've been here for about a month now. It feels like much longer. To be honest, I didn't like it much when I first arrived. It was so cold and wet, after California! But I've changed my mind since then. I think London is amazing. And since I started at this school, I've made some friends. That makes a big difference.

What do you miss most about California?

My friends mostly, but since I left they've been great – we chat online a lot. And the weather. It feels like I haven't seen the sun for weeks, well, not the Californian sun, anyway! Oh, and I also miss the beach – I haven't been near a surfboard since I left California!

How do the lessons here compare with back home? Do you do the same subjects?

Things like Maths and Science are pretty much the same, but I have problems with French. I've only studied it for about a year so everybody's much better than me. I make loads of mistakes. And I need to do more work on my British history!

Vocabulary: Collocations with *make* and *do*

4a **Listen and repeat. Then find six of the expressions in the webpage on page 42.**

do our best

- do a subject
- do nothing/something
- do some exercise
- do some/the shopping
- do your best
- do your homework/some work/the housework
- make a decision
- make a difference
- make a drink/a cake/a sandwich/a meal
- make a mess
- make a mistake
- make a noise
- make an appointment (with)
- make friends (with)
- make (some) money

b **Replace the underlined words with the correct form of expressions from Exercise 4a.**

1 We have become friends with our new neighbours. *made friends*
2 Congratulations, your hard work changed the situation.
3 I will do everything I can.
4 I've arranged to see the doctor.
5 We weren't sure, but now we've decided.
6 I need to earn some cash.
7 Jack's studying Art History at college.
8 Can you go to the shops and buy some food?

Grammar

Present perfect simple with *for* and *since*

I've been here **for** about a month.
I **haven't seen** the sun **for** weeks.
I've changed my mind **since** then.
Since I started at this school, **I've made** some friends.

Complete the rules with *for* or *since*.

We use ^{1}___ to talk about a period of time.
We use ^{2}___ to talk about a point in the past.

Practice

5 **Put the words and phrases in the lists.**

- 6 p.m.
- a few minutes
- ages
- half an hour
- we started at this school
- I was twelve
- last July
- a long time
- six months
- 2000
- my birthday
- New Year's Eve
- this morning
- three seconds
- two weeks
- I got up
- yesterday
- a thousand years
- the spring
- a day

for	since
a few minutes	*6 p.m.*

6 **Read the situations and write two sentences for each one. Use the present perfect form of the verbs with *for* and *since*.**

1 Tom and Sylvie got married in 2010. (be)
They've been married for … years.
They've been married since 2010.
2 Jackie had her first pair of glasses when she was eight. She's fifteen now. (wear)
3 The last time I saw Ben was at his birthday party three months ago. (not see)
4 Cathy and Ted met on their first day of college. That was two years ago. (know)
5 The last time I had a break was at eleven o'clock. It's half past three now. (not have)
6 Della has flu. It's Friday. She became ill on Saturday. (have)

Speak

7a **Ask and answer the questions in pairs. Note down your partner's answers.**

- Where do you live?
- How long have you lived there?
- What's your favourite band?
- When did you first like him/her/them?
- What's your favourite TV programme?
- When did you first watch it?
- What's your least favourite food?
- When did you last eat it?

b **Now tell the class about your partner.**

Nikos lives in/at … He's lived there for/since …

Extra practice

For more practice, go to page 104.

4b You've been talking for ages.

Grammar Present perfect continuous with *for* and *since*
Vocabulary Phrasal verbs with *look*

Dialogue

1 **Listen and read. Why did Jodie need to speak to Martin?**

Martin: Hi, Jodie.
Jodie: Hi, Martin, at last! You've been talking on the phone for ages.
Martin: Oh sorry. How long have you been trying?
Jodie: Since five o'clock. Have you been talking to the States?
Martin: Yes, I have, but I haven't been talking to the same person for three hours! The last one was Sophie.
Jodie: Who's Sophie? Your girlfriend?
Martin: Let's just say she's a friend. She's been diving in Hawaii for a week. It's not fair! Anyway, what's up?
Jodie: It's about that concert at the Brixton Academy next month. Luke and I have been searching online for tickets since lunchtime and …
Martin: Don't tell me you've got some!
Jodie: Yes, we have, but they're £30 each. What do you think?
Martin: Well, I've been saving for a bike since I arrived, but that can wait – I'm in!
Jodie: Great. We're on it!

Phrases

- at last!
- for ages
- Let's just say …
- It's about …
- Don't tell me …
- I'm in!
- We're on it!

Comprehension

2 **Choose the correct options.**

1 Martin has had **one conversation / [✓ several conversations]**.
2 Sophie is **Martin's / Jodie's** friend.
3 Jodie wanted to tell Martin about a **holiday / concert**.
4 Jodie and Luke **are looking for / have found** some tickets.
5 Martin is saving for a **ticket / bike**.

Vocabulary: Phrasal verbs with *look*

3a **Match the phrases (1–5) to the correct endings (a–e).**

1 – d

1 look at	a) something exciting
2 look up	b) something you've lost
3 look forward to	c) a baby
4 look for	d) a picture
5 look after	e) a difficult word in a dictionary

b **Complete the sentences with *at*, *up*, *forward to*, *for* or *after*.**

1 I don't understand this word. I'm going to look it *up.*
2 I'm looking ___ the concert next week.
3 Wow! Look ___ that sunset!
4 That plant is dying. You don't look ___ it well enough.
5 John's lost his wallet. Can you look ___ it, please?

SOLVE IT!

4 **Look at the dialogue in Exercise 1 again. What time does Jodie speak to Martin?**

Pronunciation: /ɪə/ we're, /eə/ where

5 4 04 **Go to page 116.**

Grammar

Present perfect continuous with *for* and *since*
Affirmative
You**'ve been talking** on the phone for ages. **I've been saving** for a bike **since** I arrived.
Negative
I **haven't been talking** to the same person **for** three hours.
Questions
How long **have** you **been trying**? **Have** you **been talking** to the States?
Short answers
Yes, I **have**./No, I **haven't**.

Practice

6 Complete the questions and answers. Write the present perfect continuous form of the verbs in brackets or short forms.

1 A: You look tired. How long *have you been travelling* (you/travel)?
B: We ___ (drive) since six o'clock this morning.
2 A: ___ (Tom/do) his homework this morning?
B: No, he ___. He ___ (play) basketball since 9 a.m.
3 A: Hi. You look fed up!
B: You're right, I am. I ___ (stand) at this bus stop for half an hour.
4 A: Look at this mess. What ___ (you/do)?
B: Sorry. We ___ (sort) out our old clothes for the last two hours.
5 A: How long ___ (Amy/prepare) for the half marathon?
B: She ___ (train) every morning for weeks now – she's very fit!
6 A: Sorry I'm late. ___ (you/wait) for ages?
B: No, I ___, don't worry.

7 Complete the postcard. Choose *for* or *since* and write the present perfect continuous form of the verbs.

Hi Martin,

This is the last day of our holiday ☹ I ^{1}*'ve been carrying* (carry) this postcard around ^{2}**for / since** days, but I haven't had time to write it. There's lots to tell you!

On our second day here I made friends with a girl called Kirstie, and ^{3}**for / since** then we ^{4}___ (go) around together. Right now we're in a café on the beach. We ^{5}___ (sit) here ^{6}**for / since** hours and I've had two ice creams!

Guess what – I'm learning to dive! I ^{7}___ (only learn) ^{8}**for / since** a week so I'm just a beginner, but Kirstie's really good. She ^{9}___ (dive) ^{10}**for / since** she was twelve.

How's London? What ^{11}___ (you/do) ^{12}**for / since** the last time we spoke?

I'll call soon,

Love, Sophie xxx

Listen

8 4 05 **Martin and Emma are at the sports centre. Listen and complete the sentences.**

1 Emma has been playing badminton *since she was about eight.*
2 Martin first played basketball ___ ago, when he was ___.
3 Emma has been a member of the sports centre for about ___.
4 She has been playing hockey since ___.
5 Martin has been playing football since ___.

Speak

9 Talk about you. Ask and answer in pairs, then tell the class.

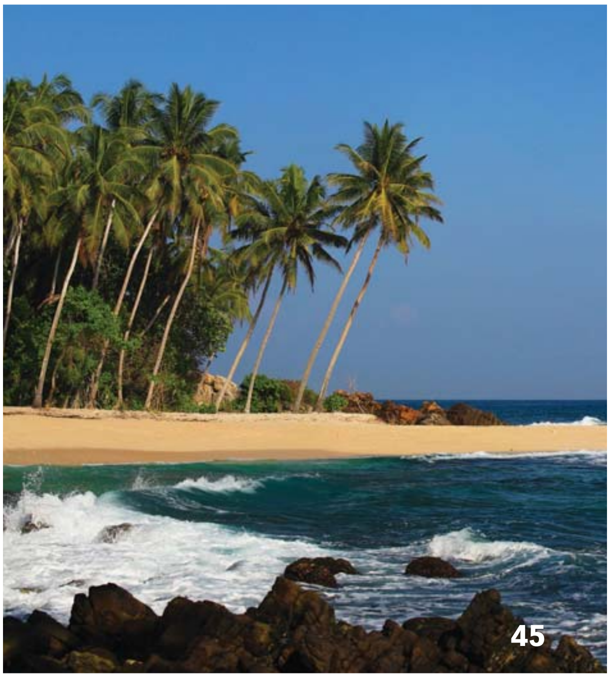
- What's your favourite sport or hobby?
- How did you become interested in it?
- How long have you been doing it?

Write

10 Look at Exercise 7 again. Imagine you are on holiday. Write a postcard to a friend back home. Say what you and your family and friends have been doing.

Extra practice

For more practice, go to page 105.

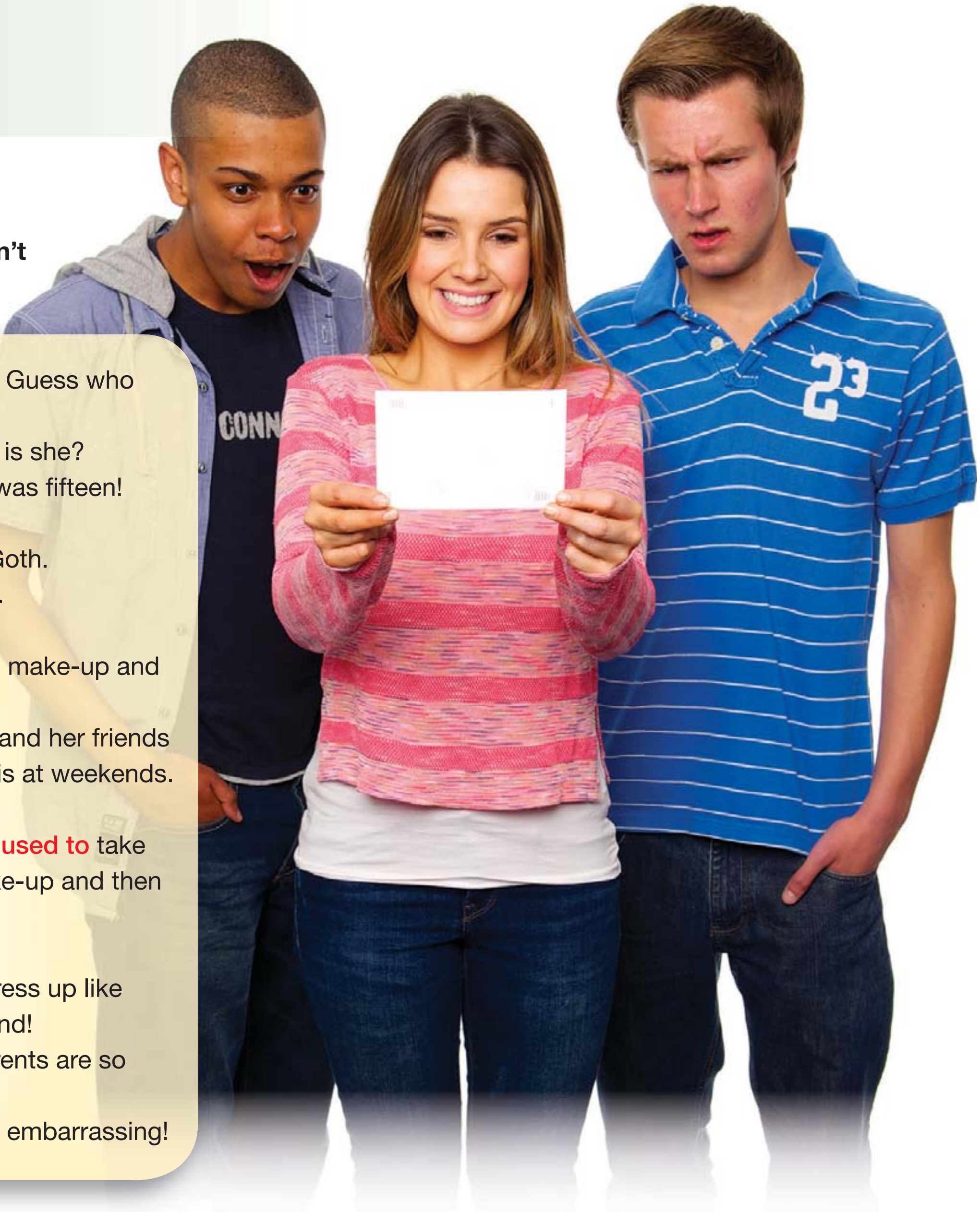


4c She used to be a Goth.

Grammar *used to*
Echo questions
Function Show interest

Dialogue

1 4 06 **Listen and read. Who doesn't like the photo?**



Jodie:	Hey, have a look at this. Guess who the girl is.
Martin:	I've no idea. Why? Who is she?
Jodie:	It's our mum when she was fifteen!
Martin:	Is it? Really?
Jodie:	Yes. She used to be a Goth.
Martin:	Did she? That's so cool.
Luke:	Cool? I think it's weird.
Martin:	Did she use to wear the make-up and clothes at school?
Jodie:	No, she didn't. But she and her friends used to dress up like this at weekends.
Martin:	How amazing!
Jodie:	Yes, I know. She says it used to take hours to put on her make-up and then take it off again.
Martin:	What about your dad?
Jodie:	Well, he didn't use to dress up like that. But he was in a band!
Martin:	Was he? Wow! Your parents are so interesting!
Luke:	Are they? I think they're embarrassing!

Comprehension

2 Answer the questions in pairs.

1 Who is the girl in the photo?
Jodie and Luke's mother
2 How old is she in the photo?
3 Did she look like that every day?
4 Who played in a band?
5 What does Martin think about his friends' parents?
6 Does Luke agree?

Grammar

used to
Affirmative
She **used to** be a Goth. It **used to** take hours.
Negative
He **didn't use to** dress up like that.
Questions
Did she **use to** wear the make-up and clothes at school?
Short answers
Yes, she **did**./No, she **didn't**.

Practice

3a Complete the questions with the correct form of *used to* and the verbs in brackets.

1 What money *did they use to* have (they/have) in Italy before the euro?
2 ___ (your grandparents/use) computers at school?
3 What ___ (people/do) before they had mobile phones?
4 ___ (some people/believe) the world was flat, not round?
5 ___ (you/go) to school when you were five?

b Now match the questions (1–5) in Exercise 4a to the answers (a–e). Then complete the answers.

1 – e

a) Yes, they ___. They were frightened of falling off!
b) No, I ___. I started when I was six.
c) They ___ (use) landlines.
d) No, they ___ (not have) anything like that. Just books!
e) They *used to have* (have) the lira.

Speak and write

4a In pairs, talk about you as a child. Use the topics below and *used to/didn't use to*.

When I was five, I used to love the colour pink. I used to wear pink tops, pink skirts, everything pink but I hate the colour now!

- clothes
- food
- games
- hobbies
- TV

b Now write about your partner.

When Tomas was little he used to wear the same hat every day.

Grammar

Echo questions	
Affirmative	
A: She used to be a Goth.	B: **Did she?**
A: He was in a band!	B: **Was he?**
A: You look great.	B: **Do I?**
A: We've made dinner.	B: **Have you?**
Negative	
A: I don't like pizza.	B: **Don't you?**
A: They didn't use to like sport.	B: **Didn't they?**
A: She wasn't very nice.	B: **Wasn't she?**
A: He hasn't got up yet.	B: **Hasn't he?**

5 Listen and respond. Complete the echo questions. Then listen and check.

1 *Have* I?
2 ___ we?
3 ___ it?
4 ___ it?
5 ___ she?
6 ___ you?
7 ___ she?
8 ___ they?

Pronunciation: Rising intonation (to show interest)

6 Go to page 116.

Use your English: Show interest

7 Listen and repeat. Then practise the conversation in pairs.

A: I didn't go online at all last week.
B: Didn't you? Why not?
A: We had no connection.
B: Really? How awful.

Show interest
Echo questions: *Are/Aren't you*? *Did/Didn't you*?, etc. Really? How awful/exciting/amazing … Why?/Why not?

8 Practise similar conversations in pairs. Then invent other situations.

1 I'm going to be on TV tonight. (They're showing the football match I went to.)
2 I need some dollars. (I'm going to New York.)
3 I'm not coming to school tomorrow morning. (I'm going to the dentist's.)

Extra practice

For more practice, go to page 105.

4d Right or wrong?

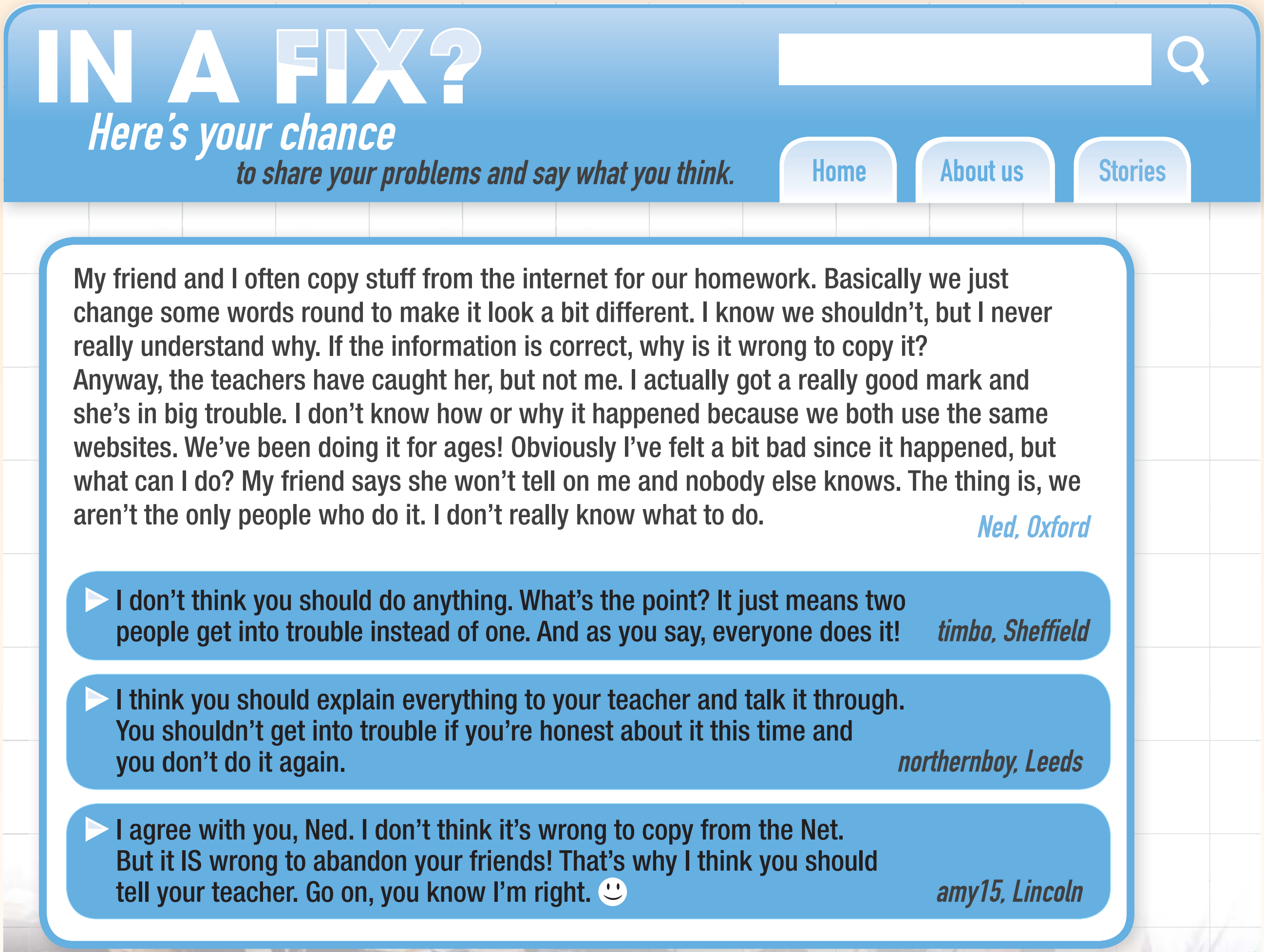
SKILLS FOCUS: LISTENING AND SPEAKING

Get started

1 When you need some information, which do you prefer to use – a library or the internet? Why? Tell the class.

Read

2 Read the online problem page. What are Ned's two choices?



IN A FIX?

Here's your chance to share your problems and say what you think.

My friend and I often copy stuff from the internet for our homework. Basically we just change some words round to make it look a bit different. I know we shouldn't, but I never really understand why. If the information is correct, why is it wrong to copy it? Anyway, the teachers have caught her, but not me. I actually got a really good mark and she's in big trouble. I don't know how or why it happened because we both use the same websites. We've been doing it for ages! Obviously I've felt a bit bad since it happened, but what can I do? My friend says she won't tell on me and nobody else knows. The thing is, we aren't the only people who do it. I don't really know what to do.

Ned, Oxford

▶ I don't think you should do anything. What's the point? It just means two people get into trouble instead of one. And as you say, everyone does it! *timbo, Sheffield*

▶ I think you should explain everything to your teacher and talk it through. You shouldn't get into trouble if you're honest about it this time and you don't do it again. *northernboy, Leeds*

▶ I agree with you, Ned. I don't think it's wrong to copy from the Net. But it IS wrong to abandon your friends! That's why I think you should tell your teacher. Go on, you know I'm right. ☺ *amy15, Lincoln*

NEW WORDS

- stuff • basically • copy
- in (big) trouble • obviously
- tell on somebody • nobody else
- the thing is, … • What's the point?
- instead of • as you say
- talk something through • abandon

Comprehension

3 **Match the beginnings (1–5) to the correct endings (a–e) to make true sentences.**

1 – d

1 Ned's friend has been cheating for some time
2 The teachers have caught her,
3 *timbo* thinks Ned should do nothing,
4 *northernboy* thinks Ned has done wrong
5 *amy15* thinks Ned should do something

a) and he thinks he should tell a teacher.
b) but the other two don't agree.
c) because his friend is in trouble.
d) and Ned has been doing the same.
e) but they haven't caught him.

Speak

4 **Ned says, 'If the information is correct, why is it wrong to copy it?' What do you think? Did Ned do anything wrong? What about his friend? Discuss with your partner, then tell the class.**

5 **Work in pairs. What do you think Ned should do? Why? Tell your partner.**

Write

6 **Read the advice in Exercise 2 again. Then write your advice to Ned. Give reasons.**

I think/don't think you should …

Listen

LISTENING TIP: LISTEN FOR KEY WORDS

Listen to the words which are stressed. These are the key words and they tell you the most important information.
Now do Exercise 7.

7a 4 11 **Listen to the conversation. Complete the missing words and say who is speaking (Mr Benson or Ned).**

1 You know, the *History* project. *Ned*
2 That was ___.
3 Chrissy and I did it ___.
4 But Chrissy just ___ from ___.
5 I did the ___ thing.
6 Did you ___ it?

b **What do you think Mr Benson is going to do?**

8 4 12 **Listen to Ned and Chrissy. What is going to happen tomorrow? Do you think it is fair?**

Speak your mind!

SPEAKING TIP: STRESS THE IMPORTANT WORDS

Try to stress the most important words in each sentence.
Now do Exercise 9.

9 **Work in pairs. Read the situations (A–D) and discuss the questions (1–3). Then tell the class what you think.**

A Sam took his friend's homework out of his bag and copied it. His friend didn't know.
B Bella's dad did her Maths homework for her while she was watching TV.
C Frankie showed Jack his exam answers while the teacher wasn't looking.
D David's mother helped him with his Geography homework and checked his work.

1 Who was cheating?
2 Who should get into trouble?
3 Whose behaviour was the worst?

4 Language Revision

Grammar (20 marks)

1 Complete with the present perfect simple form of the verbs. Then choose the correct options.

0 My mum *has been* ill (be) **for** / [✓ **since**] last week.
1 It___ (not rain) **for / since** a week.
2 I___ (not see) him **for / since** a long time.
3 Anne ___ (live) in her flat **for / since** July.
4 They ___ (not visit) us **for / since** my birthday.

.../8

2 Write sentences. Use the present perfect continuous form of the verbs and *for* or *since*.

0 I/save/for a new phone/ages
I've been saving for a new phone for ages.
1 We/cook/4 o'clock
2 They/search/for information online/hours
3 Henry/playing/computer games/lunchtime
4 you/wait/a long time?

.../4

3 Complete the sentences with the correct form of *used to*.

0 My parents *used to live* (live) in London when they were children.
1 Dad ___ (play) football in school.
2 What ___ (you/wear) when you were eight?
3 I ___ (not like) make-up, but I do now.
4 My brother ___ (cry) a lot when he was a baby.

.../4

4 Write the echo questions for these statements.

0 I've just found some money! *Have you?*
1 We're going on holiday tomorrow!
2 Anna didn't go to school yesterday.
3 I live in Manchester.
4 It wasn't very funny.

.../4

Vocabulary (11 marks)

5 Choose the correct options.

0 Don't [✓ **make**] / **do** a noise.
1 He hasn't **made / done** a decision yet.
2 I'll **make / do** an appointment with the vet.
3 In fact, I'm **doing / making** nothing.
4 I'm going to **do / make** a course.
5 She should **make / do** some exercise.
6 My brother **made / did** a mess in his bedroom.
7 Will you **do / make** a cake on Friday?

.../7

6 Complete the extracts from a dictionary.

0 look *at* : to turn your eyes towards something or someone in order to see them
1 look ___ : to do things to make sure that someone or something is safe and well (same meaning as *take care of*)
2 look ___ : to use your eyes to find something
3 look ___ : to find information in a book, on a computer, etc.
4 look ___ : to think about something exciting that is going to happen

.../4

Phrases/Use your English (9 marks)

7 Complete with phrases from the box.

- Don't tell me,
- We're on it!
- Let's just say
- for ages.
- I'm in!
- It's about
- ~~at last!~~

A: Pete, ^{0}*at last!* I've been looking for you ^{1}___
B: ^{2}___ you've won something!
A: ^{3}___ I've had a bit of luck.
B: Well. Come on, tell me.
A: I'm in the final of an online game. I need help for the second round. ^{4}___ sport. Can you help me?
B: Yes! ^{5}___
A: Great. ^{6}___

.../6

8 Number the lines of the conversation in the correct order.

☐ a) She's the detective. She studied drama.
☐ b) Are you? What are you going to see?
☐ c) Really? Who's she playing?
☐ d) Did you? Why don't you come with me?
1 e) I'm going to the theatre tonight.
☐ f) Did she? I did drama at university, too.
☐ g) *Murder Mystery*, my sister's in the play.

.../3

4 13 **LISTEN AND CHECK YOUR SCORE**

Grammar	.../20
Vocabulary	.../11
Phrases/Use your English	.../9
Total	**.../40**

4 Skills Revision

Read

1 **Read the text about Anna's Eco School. Find the underlined words. What do they mean?**

1 survey – a questionnaire or project

ANNA'S
ECO SCHOOL

ABOUT | BLOG | CONTACT

At our school we have learnt that everybody can do something to help the environment. My class did a [1]**survey** on how much rubbish we throw away every day. We checked all the rubbish bins in the school. You can't imagine how much waste 2,500 [2]**pupils** and 150 teachers can produce! There was far too much plastic, paper and even uneaten food. And all that rubbish went to landfill sites. So we decided to take action!

We [3]**set up** a school recycling scheme. Everybody does something, teachers and students. We put plastic boxes with [4]**stickers** next to the bins in all the classrooms and in the school yard. The stickers tell you what type of rubbish you must put into the boxes. At the end of the week someone from each class empties the boxes. Then we send all the rubbish to a recycling [5]**plant**. Since we started we have been sending 187 kg less paper to the landfill sites every week! What do you do at your school?

2 **Answer true (T), false (F), or doesn't say (DS).**

0 Anna is writing about a school survey. *T*
1 Anna's class looked at the contents of all the school bins.
2 All the school rubbish went to a big hole in the ground.
3 Only the students recycle rubbish.
4 You get a sticker every time you use a recycling box.
5 Today, pupils at the school don't throw away food.

Listen

3 4 14 **Listen to a London bus tour guide talking about a famous street, The Strand. Listen for key words and complete the notes.**

0 The Strand is one of London's *oldest* roads.
1 'Strand' means river ___ in old English.
2 Today Somerset House is an ___ and ___ centre.
3 On the left is Waterloo ___.
4 The Savoy is a ___ for the rich and famous.
5 There are over ___ theatres in London's West End.

Write

4 **Write about a famous street in your country. Write three paragraphs. Start each paragraph with a topic sentence:**

1 The most famous street in town
2 Things to see and do there
3 How to get there

NOW I CAN		
Read	identify specific information in a text.	☐
Listen	understand a tour guide and complete notes.	☐
Write	write a short description of a place.	☐

5a They were made in Thailand.

Grammar Present simple passive
Past simple passive
Vocabulary Materials

Dialogue

1 5 01 **Listen and read. What has Luke bought and what is he going to buy next?**

The four friends are at a market.

Emma: Let's look at this stall. It's run by my aunt.
Jodie: These scarves are beautiful. What are they made of? Are they cotton?
Emma: No, they're silk. They're made in Thailand.
Jodie: Oh no, what on earth has Luke bought?
Luke: Look at this! It was only a fiver.
Jodie: That's because it's junk. How old is it?
Luke: Well, I think record players like this were produced in the sixties.
Martin: Cool! Things aren't designed to last fifty years these days!
Jodie: True, but does it work? Are the things on sale here checked before they're sold?
Luke: Yes, they are. I asked. They're all tested by an electrician. This one was tested last week.
Martin: Now you need an old record. Have you got any money left?
Luke: Yes, I only spent half of it on this. Come on.

Comprehension

2 Answer the questions.

Who or what …
1 wants to look at a stall? *Emma*
2 comes from Thailand?
3 has bought something old?
4 thinks Luke has made a mistake?
5 agrees with Luke?

SOLVE IT!

3 How much money has Luke got left?

Phrases

- Oh no
- what on earth …?
- a fiver
- True, but …

Vocabulary: Materials

4a **Listen and repeat. Which of these materials can you see in the photo?**

cardboard

• cardboard • cotton • denim • fur • glass
• gold • leather • metal • paper • plastic
• rubber • silk • silver • suede
• wood (*adj* wooden) • wool (*adj* woollen)

b **What other things can you see or think of?**

rubber boots, plastic plates, leather gloves

Pronunciation: /kl/ clothes, /pl/ player

5 **Go to page 117.**

Grammar

Present simple passive	Past simple passive
Affirmative	
It'**s run** by my aunt. They'**re** all **tested**.	It **was tested** last week. Record players **were produced** in the sixties.
Negative	
It **isn't made** of cotton. They **aren't sold** here.	It **wasn't tested**. They **weren't made** in Italy.
Questions	
What'**s** it **made** of? **Are** they **checked**?	When **was** it **tested**? **Were** they **tested**?
Short answers	
Yes, they **are**. No, they **aren't**.	Yes, they **were**. No, they **weren't**.

Note

When we want to say who or what causes an action, we use *by* + noun: *It's/was run* ***by*** *my aunt.*

Practice

6 **Write sentences from the prompts in the present simple passive.**

1 coffee/grow/Kenya
Coffee is grown in Kenya.
2 Portuguese/speak/Brazil
3 koala bears/found/Australia
4 silk/produce/Thailand
5 kimonos/wear/Japan

7 **Rewrite the sentences in the past simple passive.**

1 Sir Walter Raleigh brought potatoes to Europe.
Potatoes were brought to Europe by Sir Walter Raleigh.
2 They sent the first man into space in 1961.
3 They built the Pyramids thousands of years ago.
4 Picasso did not paint the *Mona Lisa*.
5 They held the first Olympic Games in Greece.
6 JK Rowling did not write *Hamlet*.

8 **Read the conversations, then complete them. Write the present or past simple passive form of the verbs, or short answers.**

1 A: What*'s your hat made* (your hat/make) of?
B: Cotton, I think.
2 A: Where in Greece ___ (that photo/take)?
B: It ___ (not take) in Greece. We were in Spain.
3 A: When ___ (this film/make)?
B: About five years ago.
4 A: How much ___ (you/pay) for this job?
B: I ___ (not pay) anything. I'm a volunteer.
5 A: ___ (your rubbish/collect) every week?
B: Yes, it ___. They collect it every Monday.

Speak and write

9a **Think about an object that is in your home. Choose from the box, or use your own ideas. Don't tell your partner what it is. Then ask and answer in pairs. Can your partner guess?**

• a table or chair • a radio • a carpet
• a clock • a bike • a mirror • a toy

- What's it made of?
- When/Where was it made?
- Where is it kept?
- How often is it used?

b **Write sentences about your object. Change partners. Can he or she guess?**

It's made of wood. It was made about fifty years ago but I don't know …

Extra practice

For more practice, go to page 105.

5b I couldn't sleep.

Grammar Past ability: *could* and *was/were able to*
Vocabulary Verbs of action

Get started

1 **Would you like to go up in a hot-air balloon? Why?/Why not? Tell the class.**

Read

2 **Listen and read Julia's story. Why was she frightened?**

Comprehension

3 **Answer true (T), false (F) or doesn't say (DS).**

1 Julia went in the hot-air balloon with her parents and her aunt. *F*
2 The ride was noisy all the time.
3 The weather changed.
4 There was something wrong with the balloon.
5 They landed well.
6 She definitely wants to do it again.

Write a story that begins 'I'll never forget ... '

I'll never forget the day I went up in a hot-air balloon. It was a birthday present from my aunt. She knows I like adventures! Well, it was certainly that!

I had to get up really early, but it wasn't a problem – I couldn't sleep anyway, I was so excited!

My parents and my aunt came to watch. They waved as I got into the balloon. There were five other passengers and the pilot, of course! When we took off it was quite noisy and I couldn't hear anything except the roar of the flames. Then it became much quieter. I can't describe the feeling. It was like a dream. The sky was bright blue and clear. Everything was calm. I could see all the people below us. They were getting smaller and smaller as we floated higher and higher.

Then the storm began! It came from nowhere. The balloon dropped suddenly and it started raining hard. The pilot decided to land as quickly as possible, but he couldn't control the balloon. The wind was carrying us towards the sea. I'm telling you, it was very scary!

Luckily, the wind changed direction and we were finally able to land in the middle of a field. There was an enormous bump as we hit the ground and I fell out of the basket. We were all a bit shocked, but luckily nobody was hurt. I was able to walk back to my family and show them I was OK.

Was I frightened? Yes, very. Will I ever do it again? Not sure!

Julia Brooke

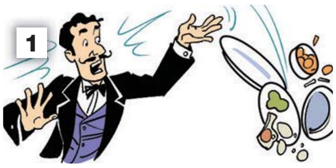
HAPPY BIRTHDAY

Vocabulary: Verbs of action

4 **Listen and repeat. Then match the pictures (1–8) to the verbs in the box. There are five extra words.**

- carry • drop • fall • float • jump • land • lift
- pull • push • sink • slip • take off • trip

drop

1


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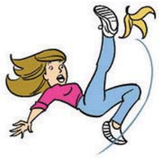

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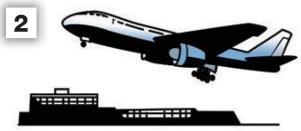

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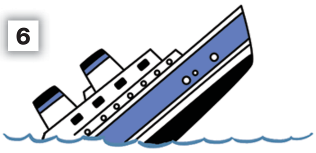

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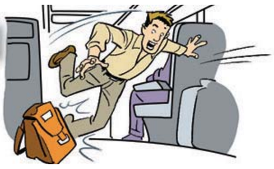

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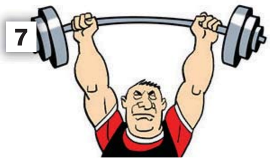

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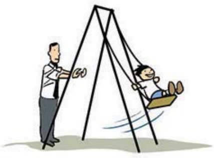

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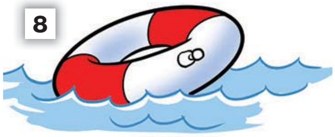


5 **Work in pairs. Take turns to mime verbs in Exercise 4. What's your partner doing?**

A: *You're lifting something.*
B: *Yes. OK, your turn. You've dropped your phone.*

Grammar

could* and *was/were able to
Affirmative
General ability
I **could/was able to** see all the people.
Specific event
We **were able to** land in the middle of a field.
Negative
General ability and specific event
I **couldn't/wasn't able to** sleep. He **couldn't/wasn't able to** control the balloon.
Questions
Could you sleep? **Was** he **able to** control it?
Short answers
Yes, I **could**./No, I **couldn't**. Yes, he **was**./No, he **wasn't**.

Practice

6 **Choose the correct options. If both are correct, circle both.**

1 Last Sunday I lost my key but I **could** / [✓ **was able to**] climb through a window.
2 Mozart **could / was able to** read and write music when he was four.
3 We used a satnav so we **could / were able to** find the right place.
4 The singer had a sore throat so he **couldn't / wasn't able to** perform.
5 My grandmother **could / was able to** cook and sew when she was ten.
6 It was dark, but I **could / was able to** open the door.

Listen

7 **Listen to the story and answer the questions in pairs. Then listen and check.**

1 When did this story happen?
last summer
2 Where does Thomas live?
3 How much did a balloon cost?
4 What did Thomas write down?
5 Where did he go on holiday?
6 What did he find and where was it?
7 What was his second surprise?

Write

8 **Now write the story. Use your answers from Exercise 7 to help you. Remember to use linking words (*and*, *but*, *however* and *then*).**

The Grand Balloon Race

Last summer, Thomas Clark went to a summer fair …

Extra practice

For more practice, go to page 106.

5c Plato, who was born in Athens, …

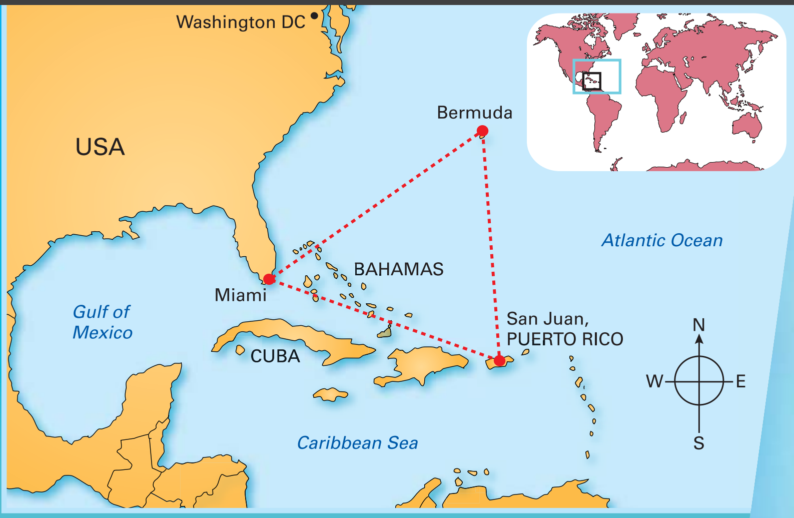
Grammar Non-defining relative clauses: *who, whose, which, where*
Vocabulary Landscape and environment
Function Give and react to opinions

Read

1 Listen and read the article. Choose the best title:

A Fact or Fiction?
B Adventures under the sea
C Stories from long ago

Everyone's heard of the Loch Ness Monster, which is supposed to live at the bottom of a long, deep lake (a 'loch') in Scotland. Some people believe in it, some don't. Here are two more 'underwater mysteries' … what do you think?

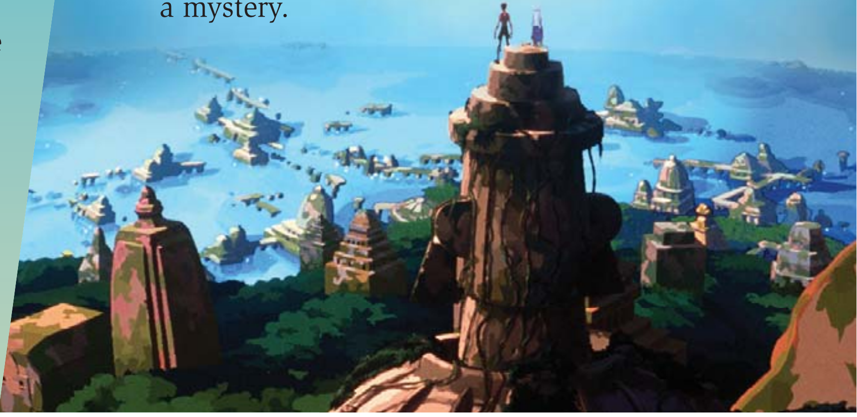


The Bermuda Triangle

This area of the Atlantic Ocean, which covers the area between Bermuda, Miami and Puerto Rico, is famous for the mysterious disappearance of more than 1,000 sailors and pilots. In 1945, five American aeroplanes took off but never landed. A sixth plane, which was sent to find them, also disappeared.
Some people say that hurricanes, which are common in this region, were the cause. Others think something in this area affected the pilots' compasses. Some even say that the pilots, whose planes were never found, were taken by aliens.

THE LOST CITY OF ATLANTIS

About 2,500 years ago the Greek philosopher and writer Plato, who was born in Athens, described a wonderful island city. There were fantastic buildings, fountains with hot and cold water and statues made of gold. The city, which was called Atlantis, was surrounded by five rings of water. Ships passed from the harbour through tunnels to the centre, where a fantastic palace stood on a hill.
Plato says that Atlantis sank into the sea. It's possible – perhaps there was a huge tsunami – but where is the evidence? There have been many 'discoveries' of Atlantis, but they have all been false. Maybe it will always be a mystery.



Comprehension

2 Match the beginnings (1–6) to the correct endings (a–f).

1 – e

1 A *loch* is
2 Ships and planes have disappeared in
3 Some people think the pilots were carried away in
4 Atlantis was on
5 In the centre of Atlantis was
6 Atlantis disappeared into

a) spaceships.
b) the sea.
c) an island.
d) the Bermuda Triangle.
e) a Scottish lake.
f) a palace.

Vocabulary: Landscape and environment

3a **Recall What landscape words do you know? Check the Word bank on page 112.**

lake, island, …

b 5 08 **Extension Listen and repeat. Then use words from the box to complete the sentences. There are three extra words.**

- bush • cliff • coastline
- desert • harbour • hill
- path • rock • stream • valley
- waterfall • wood(s)

1 From the top of the *cliff* you can see the beach and the sea.
2 We walked through the ___ to learn the names of the trees.
3 There's a small village in the ___ between the two mountains.
4 We sailed out of the ___ and followed the island's ___.
5 It doesn't often rain in a ___.
6 Walk along that little ___ until you get to the cottage.
7 Near our house there's a small ___ that runs into the river.
8 We swam out to a big ___ and then sat on it to sunbathe.

Grammar

Non-defining relative clauses: *who, whose, which, where*

Plato, **who** was born in Athens, described a wonderful island city.
The pilots, **whose** planes were never found, were taken by aliens.
A sixth plane, **which** was sent to find them, also disappeared.
Ships passed from the harbour through tunnels to the centre, **where** a fantastic palace stood.

Choose the correct option.

We use non-defining relative clauses to give **essential / extra** information.

Practice

4 **Add the extra information using *who, whose, which* or *where*. Remember the commas.**

1 Every year thousands of tourists visit Loch Ness. (They hope to see the monster there.)
Every year thousands of tourists visit Loch Ness, where they hope to see the monster.
2 Many people are frightened of the Bermuda Triangle. (It's an area of the Atlantic Ocean.)
3 People think the pilots lost their way. (They were training.)
4 Plato wrote about Atlantis thousands of years ago. (His books are read all over the world.)
5 Some people believe that a tsunami destroyed Atlantis. (It's a huge wave.)

Use your English: Give and react to opinions

5 5 09 **Listen and repeat. Then practise the conversation in pairs.**

A: In my opinion, the Loch Ness Monster is just a stupid story.
B: I don't agree. I think it's possible. We don't know everything!
A: I know, but nobody's seen it. I think the photos are fakes.
B: Well, I'm not sure. I think there's something there. And I love reading the stories about it.

Give opinions
I (don't) think …
In my opinion, …
I love/can't stand …

React to opinions: agree
I know, …
Yes, you're right/that's true.
I agree.
I think so, too.

React to opinions: disagree
I don't think so.
(I'm afraid/sorry, but) I don't agree/I disagree.
I know/see what you mean, but …
Actually, I think you're wrong.

6 **Work in pairs. Discuss the statements. One agree and the other disagree.**

1 I don't think the Bermuda Triangle exists.
2 I think some stories about UFOs are true.

Extra practice

For more practice, go to page 106.

5d Wonders of nature

SKILLS FOCUS: READING

Get started

1 **Look at the photos (1–3) and answer the question.**

Which photo shows:

a) caves? b) a waterfall? c) a mountain?

Read

READING TIP: HOW TO MATCH SENTENCES TO GAPS IN THE TEXT

Look for words in the sentences that match the words in the text. Then read the sentences before and after the gap in the text.

Now do Exercise 2.

2 5 10 **Read the article and complete it with the sentences (a–d). There is one extra sentence. Then listen and check.**

a) This strange animal, which looks like a guinea pig, is also known as a rock rabbit.

b) The valley, which is ten kilometres long, has many streams and woods.

c) When you enter, light comes from millions of glow worms on the ceiling of the cave.

d) On the way up, you can dive into the pools or take photos of water falling around you.

Comprehension

3 **Read the article. Answer true (T), false (F) or doesn't say (DS).**

1 The Dunn's River Falls are on the coast. *T*

2 You can walk up the Dunn's River Falls without help.

3 Table Mountain has 2,200 species of wild flowers.

4 The 'dassie' is only found on Table Mountain.

5 There are millions of bats inside the Waitomo Glowworm caves.

6 Glow worms generate light to get something to eat.

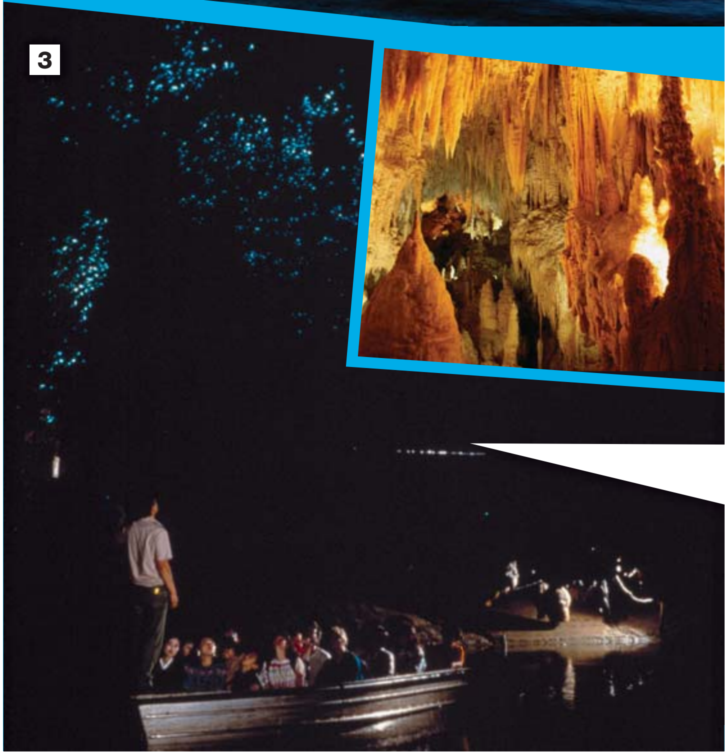
NEW WORDS

- end up
- on your own
- slippy
- hand in hand
- chain
- overlook
- endangered species
- cave
- stalactite
- stalagmite
- luminous
- torch
- glow worm
- creatures
- regret

Wonders of NATURE to visit ►

1

2



3

Nicole

Dunn's River Falls is our wonder of nature in Jamaica. The falls are like giant rock steps that end up in the Caribbean Sea. You can climb up them, but not on your own because they're very slippy! You have to go up hand in hand and make a long human chain. It's great fun! Special shoes are provided to help you walk through the water. ^{1}___ The Falls are really beautiful, but it's not just tourists who visit. Scenes from *Dr No*, which was the first ever James Bond movie, were filmed here.

Kevin

Did you know that Table Mountain was made one of the *New Seven Wonders of Nature* in 2011? Table Mountain is the famous flat-topped mountain that overlooks my home town, Cape Town, in South Africa. It's also a national park with a large number of plants and animals. Five of the world's most poisonous snakes are found here. But don't worry, they're rarely seen! If you're lucky, another animal you can see is the 'dassie', which is only found in Africa. ^{2}___ Years ago you could also find leopards on the mountain, but now they are an endangered species in South Africa.

Irene

I love the Waitomo Glowworm Caves, which are one of New Zealand's most amazing natural wonders. They were formed over 30 million years ago and are famous for stalactites and stalagmites and for their luminous worms. Yes, luminous! You won't need a candle or a torch inside the cave. ^{3}___ These small creatures make light to attract insects for food. It's weird! Take a guided tour and experience this amazing wonder of nature – you won't regret it!

Speak

4 **In pairs, answer the questions.**

1. Which of the places in the photos would you most like to visit?
2. Which of the places is the most scary or the most dangerous? Why?
3. What natural landscape features can you find in your country?
4. Is there a place in your country that could be a *New Natural Wonder of Nature*?

Listen

5 **Read the tour brochure for the Glowworm caves. Guess the missing words in the text. Then listen and complete (1–6).**

New Zealand Tours for Teens:

WAITOMO CAVES

Discover a secret underground world on our guided tour.

CATHEDRAL

We will walk through underground tunnels to the Cathedral. The Cathedral, which is the biggest ^{1}*cave*, has huge stalagmites and ^{2}___. It's enormous inside and the acoustics are incredible. On one occasion, a whole symphony ^{3}___ was able to perform here!

GLOWWORM CAVES

Next we will take an underground ^{4}___ trip along the Waitomo River. It's mysterious, but it's also dark and wet inside – we'll provide ^{5}___ and waterproof jackets. Next, we will enter the Glowworm Caves. You don't ^{6}___ your torches here! Above your head there will be millions of glow worms, which light the way.

Project

6 **Do a project about a landscape feature in your country. Answer the questions. Download a photo of it from the internet.**

- What is the feature?
- Where is it?
- Why did you choose it?
- What is it like?
- What can you do/see there?

Mount Etna is a volcano in Sicily …

5e A day out

SKILLS FOCUS: WRITING A BLOG

BRIGHTON PIER

Get ready to write

1 **Read the blog and complete it with the correct words.**

- After
- before
- Next
- Finally
- first
- that
- then
- Then

This is MANDY'S BLOG

Monday 13th June

Last Saturday was my friend Jack's birthday. A group of us went with him and his parents to the seaside. It was an awesome day.

[1]*First*, we went for a walk along the pier. We could see the sea through the gaps in the wood under our feet. It was a weird feeling.

After [2]__ we went to a fun fair and had a ride on a gigantic rollercoaster. It's 60 metres high! While we were queuing I got really scared – I think Jack did, too – and when it was our turn his mum couldn't even watch! The train carried us up quite slowly – and [3]__ WHAM we dropped straight down. It was terrifying, but also amazing fun. I wanted to do it again, but the queue was too long.

[4]__ we went on a water ride round a big lake. That was brilliant, too. We got very wet, but luckily it wasn't a cold day!

[5]__ that we were quite hungry, so we went into a park and had a picnic.[6]__ we all went for a walk along the beach.

[7]__, it was time to go home, but [8]__ that we went shopping. I just bought a cap for my brother. It was one of my best days ever.

2 **Answer true (T), false (F) or doesn't say (DS).**

1 The friends had a day out to celebrate Mandy's birthday. *F*
2 They took a boat out to sea.
3 She thought the rollercoaster was scary.
4 It was a sunny day.
5 They had a picnic on the beach.
6 She took a present home.

WRITING TIP: A NARRATIVE

When writing a narrative, use sequencers *first*, *then*, *next*, *after (that)/afterwards*, *before (that)*, *finally*. This helps the reader understand the order of events.

Note

We went climbing and ~~next~~ then we had lunch.

First, we went climbing. Next, we had lunch.

Write

3a **Think about a day out which you really enjoyed. Use the ideas below to help you. Make notes.**

1 A wildlife park (a safari drive/the animals/lunch in the café/an exhibition)
2 The beach (swimming/bat and ball game/picnic lunch/sunbathing/the weather)
3 The mountains (skiing or hiking/lunch by a lake/taking photos)
4 Caves (guided tour/boat trip/gift shop)

b **Now write a blog, describing the day. Use the guide below and remember to use sequencers.**

- Opener: Say when the trip was, where you went and who you went with.
- Main narrative (one or more paragraphs): Describe what you did, what you enjoyed the most and what was not so good.
- Ending: Say how you felt at the end of the day.

Last summer I went with my friends to …

5 Language Revision

Grammar (13 marks)

1 Complete the sentences so they mean the same. Use a correct form of the passive.

0 Shakespeare wrote *Hamlet*.
Hamlet was written by Shakespeare.
1 Einstein didn't discover the first antibiotic.
The first antibiotic ___ by Einstein.
2 They didn't grow grapes in England in the past.
In the past, grapes ___ in England.
3 Volunteers run the charity shop.
The charity shop ___ by volunteers.
4 They checked passports at the border.
Passports ___ at the border.
5 People make shoes out of leather.
Shoes ___ of leather. …/5

2 Complete the sentences with the correct form of *could* or *was able to*.

0 Sorry I couldn't/wasn't able to come to the picnic.
1 She was clever. She ___ write by the age of three.
2 ___ they ___ reach the top of the mountain?
3 Tony took a map, so he ___ find the hotel later.
4 When I was young I ___ ski, but now I can.
…/4

3 Choose the correct options.

0 Mount Everest, *b* is the highest mountain in the world, is 8,848 metres high.
a) who b) which c) where
1 David Berry, ___ is from London, is an artist.
a) whose b) where c) who
2 Javier Bardem, ___ uncle was a film director, is a famous actor.
a) who's b) who c) whose
3 The Niagara Falls, ___ are three waterfalls, are on the US and Canadian border.
a) who b) which c) where
4 Jamaica, ___ the sun often shines, is a top tourist destination.
a) where b) whose c) which …/4

Vocabulary (18 marks)

4 Complete the words to make materials.

0 pa*per* plates
1 pl ___ bottle
2 su ___ shoes
3 wo ___ table
4 le ___ jacket
5 ca ___ box
6 co ___ shirt
…/6

5 Match the first half of a word in A to the second half in B to make landscape words.

0 – e

A	*0 str* 1 val 2 bu 3 co 4 vol 5 hi 6 isl 7 water 8 for
B	a) fall b) sh c) and d) ley *e) eam* f) ll g) cano h) est i) ast

…/8

6 Circle the word that is different.

0 [✓ valley] climb jump drop
1 bush harbour skip path
2 push design pull lift
3 drop fall invite dive
4 survive trip slip jump …/4

Phrases/Use your English (9 marks)

7 Complete with phrases from the box.

- Oh no!
- a fiver.
- True, but

Adam: ^{0}*What* are you wearing? It's so unusual.
Brenda: ^{1}___ many women wear them. It's Indian and it's made of silk.
Adam: How much did it cost?
Brenda: A thousand pounds.
Adam: ^{2}___ That's very expensive.
Brenda: Ha ha, I'm joking. It only cost ^{3}___
…/3

8 Complete the conversation.

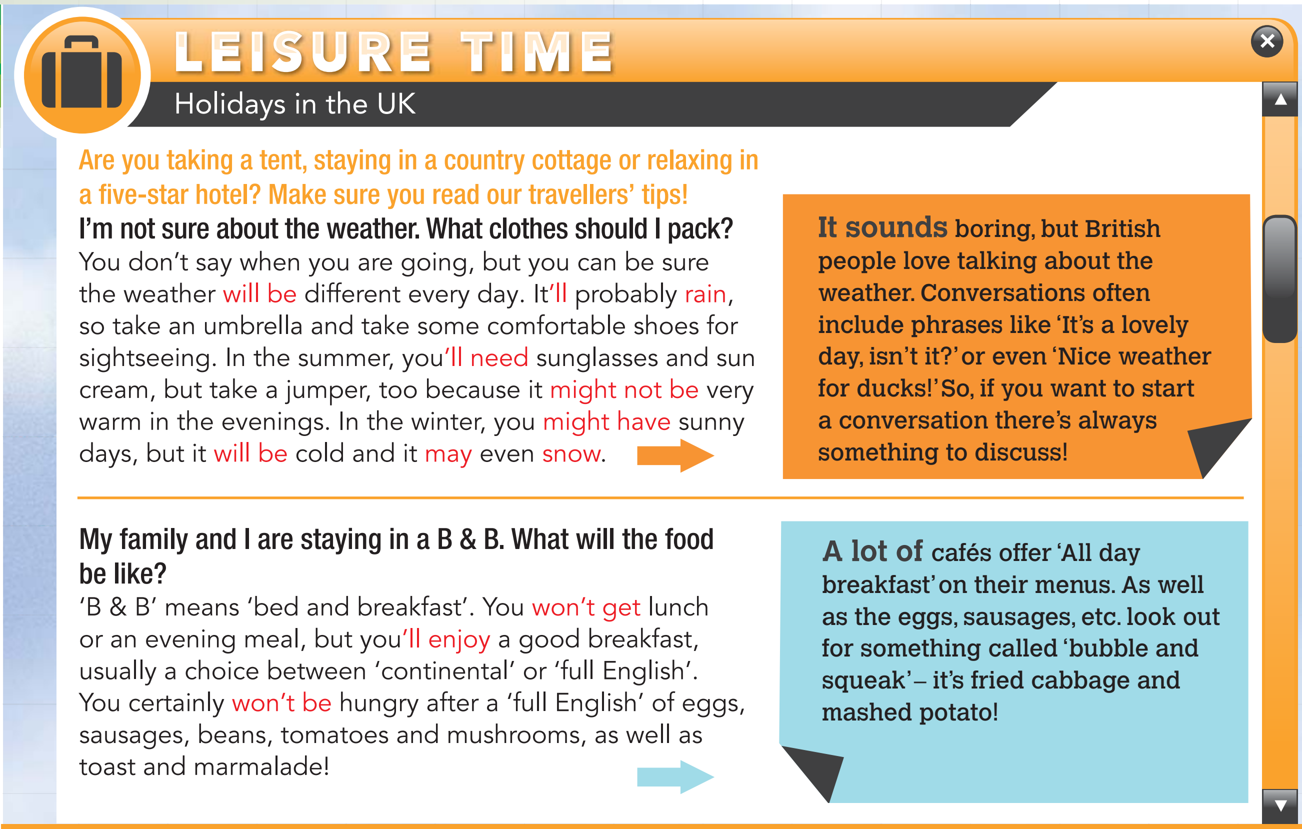
A: I hate fast food. I ^{0}*think* it's bad for you.
B: You're ^{1}___. It isn't healthy, but it is nice.
A: I don't think ^{2}___. I never eat it.
B: Sorry, ^{3}___ I'm sure I've seen you eating a burger in the café down the road!
A: ^{4}___, but I've only done it once. Never again!
B: I know what you ^{5}___ – their food isn't great.
A: That's ^{6}___. In fact, it's disgusting. …/6

5.12 LISTEN AND CHECK YOUR SCORE

Grammar	…/13
Vocabulary	…/18
Phrases/Use your English	…/9
Total	**…/40**

6a It might snow.

Grammar *will/won't/may/might* for predictions
Vocabulary Holidays
Function Reminders, promises and offers



LEISURE TIME

Holidays in the UK

Are you taking a tent, staying in a country cottage or relaxing in a five-star hotel? Make sure you read our travellers' tips!

I'm not sure about the weather. What clothes should I pack?

You don't say when you are going, but you can be sure the weather will be different every day. It'll probably rain, so take an umbrella and take some comfortable shoes for sightseeing. In the summer, you'll need sunglasses and sun cream, but take a jumper, too because it might not be very warm in the evenings. In the winter, you might have sunny days, but it will be cold and it may even snow.

It sounds boring, but British people love talking about the weather. Conversations often include phrases like 'It's a lovely day, isn't it?' or even 'Nice weather for ducks!' So, if you want to start a conversation there's always something to discuss!

My family and I are staying in a B & B. What will the food be like?

'B & B' means 'bed and breakfast'. You won't get lunch or an evening meal, but you'll enjoy a good breakfast, usually a choice between 'continental' or 'full English'. You certainly won't be hungry after a 'full English' of eggs, sausages, beans, tomatoes and mushrooms, as well as toast and marmalade!

A lot of cafés offer 'All day breakfast' on their menus. As well as the eggs, sausages, etc. look out for something called 'bubble and squeak' – it's fried cabbage and mashed potato!

1

2

3
HAUGH
COTTAGE
B & B
VACANCIES

Read

1 6 01 **Listen and read the travel webpage. What's a 'B & B'?**

Comprehension

2 **Choose the correct options.**

1 British weather [✓ often] / sometimes changes.
2 You should take / won't need warm clothes in the summer.
3 British people are usually interested in / bored with the weather.
4 In the UK it's possible to have a 'full English' in the morning / at any time.

Vocabulary: Holidays

3a **Recall** **Name as many holiday activities as you can remember. Then check the Word bank on page 112.**

go sightseeing, …

b 6 02 **Extension** **Listen and repeat. Which words can you see in the photos (1–3)? Where would you like to stay?**

cottage

- B & B (bed and breakfast)
- campsite
- caravan
- cottage
- (self-catering) flat
- hostel
- hotel
- motor home
- tent
- villa

Grammar

will/won't/may/might for predictions
Affirmative
It **will be** cold. (definite) It **may/might** snow. (possible)
Negative
You certainly **won't be** hungry. (definite) It **may/might not be** very warm. (possible)

Note

We often use these adverbs with *will* or *won't*: *certainly/definitely*, *probably*, *perhaps/maybe*

Practice

4 **Read about tourists in the UK and complete the sentences with *will* (✓), *won't* (✗), *may/might* (?) or *may not/might not* (? ✗) and a verb from the boxes.**

• go (x 2) • need • stay • visit

Next year, about twenty-eight million tourists ¹*will visit* (✓) the UK. Some ²___ (✗) to London of course but many of them ³___ (✓) accommodation in the capital city. These tourists ⁴___ (?) in one of the many London hotels, or they ⁵___ (?) to a B & B or a hostel.

• be • have (x 2) • manage • spend • visit

A lot of them ⁶___ (✓) famous places like Buckingham Palace, although the royal family ⁷___ (? ✗) there. They ⁸___ (?) a ride on the London Eye and perhaps they ⁹___ (✓) time in one of the museums. They certainly ¹⁰___ (✗) enough time to do everything, but they ¹¹___ (?) to go to a concert or a West End show.

Pronunciation: /ʒ/ leisure, /ʃ/ shoes

5 6 03 **Go to page 117.**

Speak

6 **Work in pairs. Ask and answer about the future. Use the prompts and *will, won't* and *may/might (not)*.**

1 What/watch/on TV tonight?

A: What will you watch on TV tonight?

B: I think I'll watch …, but I might watch … What about you?

2 What/wear/tomorrow?

3 go out/on Saturday?

4 do/any housework at the weekend?

5 go/shopping at the weekend?

Use your English: Reminders, promises and offers

7 6 04 **Listen and repeat. Then practise the conversation in pairs.**

A: Don't forget to pack your passport. Remember, we won't have much time in the morning.

B: It's OK. I won't forget it.

A: And make sure you set your alarm. I'll do it for you if you like.

B: Don't worry. There's no need. I'll set it in a minute.

Reminders
Don't forget to pack your passport. Remember, we won't have much time in the morning. Make sure you set your alarm.
Promises
Don't worry. I will/I won't. It's OK. I'll remember. I promise I won't forget.
Offers
I'll do it for you if you like. Shall I call you? Would you like me to call you?
Responses
Yes, please. That would be great. Don't worry. There's no need.

8 **Work in pairs. Practise similar conversations. Use the prompts or your own ideas.**

Reminders: we're going on holiday/to a party …

Offers: lend you my camera/give you a lift …

Extra practice

For more practice, go to page 107.

6b If she's here, we'll invite her.

Grammar First conditional with *if/unless*
will future with *when/as soon as*
Vocabulary Adjectives with prefixes: *un-*, *in-* and *im-*

Dialogue

1 6 05 **Listen and read. Why do they want to hide the list?**

Jodie: What time's Martin coming?

Emma: He'll be here at four unless he gets lost again!

Jodie: Unlikely, but not impossible, knowing him! Right, who else shall we invite to his surprise party?

Luke: What about his friend, Sophie?

Jodie: Why? Is she coming over from the States? I didn't know that.

Luke: Yes, she is, but I'm not sure when exactly. She'll probably come when her school breaks up.

Jodie: Well, if she's here for his birthday, we'll invite her, obviously.

The doorbell buzzes.

Emma: Oh no, that's him! He's twenty minutes early. That's a bit inconvenient! Hi, come on up … Quick, hide the list, or he'll see it as soon as he walks in … Hi! How are you doing?

Martin: Hey guys, what's up? You look a bit uncomfortable, Jodie. Are you OK?

Phrases

- knowing (him)
- who else
- obviously
- that's (him)!
- come on up
- Quick
- How are you doing?

Martin
Luke
Sophie

Comprehension

2 **Answer true (T), false (F) or doesn't say (DS).**

1 Luke, Emma and Jodie are planning a party for Martin. *T*
2 Emma thinks Martin will get lost again.
3 Sophie is going to visit Martin.
4 Martin is usually on time.
5 They are surprised when he arrives.
6 Martin sees the list immediately.

SOLVE IT!

3 **What time does Martin get to Emma's flat?**

Grammar

First conditional with *if/unless*

If she**'s** here, we**'ll invite** her.
He**'ll be** here at four **unless** he **gets** lost.

will* future with *when/as soon as

She**'ll** probably **come when** her school **breaks up**.
He**'ll** see it **as soon as** he **walks** in.

Practice

4 **Complete the sentences with the correct form of the verbs and choose the correct options.**

1 We *'ll have* (have) the party at Emma's place [✓ **if**] **/ when** her parents agree.
2 **Unless / If** they ___ (say) 'no', we'll ask Luke and Jodie's parents.
3 **If / As soon as** everyone ___ (bring) some food to share, we'll have plenty to eat.
4 Martin ___ (not know) anything about it **if / unless** someone tells him.
5 **If / When** he ___ (knock) on the door, we'll hide.
6 We ___ (jump) out and shout 'surprise!' **as soon as / if** he comes in.
7 He ___ (be) surprised **if / when** he sees everyone.
8 **If / When** the party ___ (be) over, we'll all help to clear up.

Vocabulary: Adjectives with prefixes: *un-*, *in-* and *im-*

5a 6 06 **Listen and repeat.**

1 likely – unlikely
2 convenient – inconvenient
3 possible – impossible

b 6 07 **Write the opposite form of the adjectives. Add *un-*, *in-* or *im-*. Then listen, check and repeat.**

1 *un*likely
2 *in*convenient
3 *im*possible
4 ___attractive
5 ___comfortable
6 ___dependent
7 ___experienced
8 ___fit
9 ___formal
10 ___friendly
11 ___happy
12 ___healthy
13 ___interesting
14 ___kind
15 ___necessary
16 ___patient
17 ___pleasant
18 ___polite
19 ___popular
20 ___practical
21 ___tidy
22 ___usual

6 **Complete the sentences with words from Exercise 5b.**

1 His room is always a mess. He's *untidy*.
2 I slept through the film. It was really ___.
3 Don't eat fast food every day. It's ___.
4 It isn't cold, so coats are ___.
5 Nobody can solve the puzzle. It's ___.
6 My feet hurt. My new shoes are ___.
7 I've never done this before. I'm ___.
8 Stay calm. Don't be ___.

Speak and write

7a **Work in pairs. Plan a surprise goodbye party for a friend who is moving away. Use the questions to help you.**

- How will you make it a surprise? What are you going to tell him/her? What will you do when he/she comes in?
- What food/music will you have?
- What sort of present will you give him/her?

b **Now write your plan. Then tell the class.**

We'll say we're going out for a pizza and we'll tell him to meet us at …

Extra practice

For more practice, go to page 107.

6c The two men hadn't met before.

Grammar Past perfect simple
Vocabulary Collocations with *lose*

Get started

1 What is it like to be a twin? Tell your partner what you think (or what you know!).

Read

2 6 08 Listen and read the article. Did the twins meet while they were growing up?

Comprehension

3 Answer the questions in pairs.

1 How many people called James are mentioned?
a) two b) three [✓ c)] four
2 Who married someone called Linda and then someone called Betty?
a) both twins b) the twins' sons c) nobody
3 How many dogs were called 'Toy'?
a) one b) two c) it doesn't say
4 Did the brothers work at the same places at the same time?
a) yes b) no c) it doesn't say
5 Did they weigh the same?
a) yes b) no c) it doesn't say

SOLVE IT!

4 How old were the brothers when they met?

Vocabulary: Collocations with *lose*

5 6 09 Listen and repeat. Then complete the sentences with the phrases from the box.

- lose a match
- lose interest
- lose sight (of something)
- lose touch (with someone)
- lose weight
- lose your memory
- lose your temper
- lose your way

1 We didn't win. We lost the *match*.
2 He forgets everything. He's lost his ___.
3 My brother doesn't collect stamps any more. He's lost ___.
4 Tom looks thin. Has he lost ___?
5 I haven't seen Jo for ages. We've lost ___.
6 Calm down! Don't lose ___.
7 The car turned a corner and we lost __ of it.
8 Use your satnav. Then you won't lose __.

Stranger than fiction:

the amazing story of James and James

Identical twins look and often behave exactly the same. It's not surprising – they share the same genes and they grow up together. But what happens when they're separated and lose touch? When he was nine, James Lewis discovered he had an identical twin. Different families had adopted the babies when they were one month old. The hospital hadn't told them their new sons were twins. Thirty years later, James managed to find his brother. Amazingly, they had grown up only forty-five miles apart. James's brother was also called James – but that was just the first of many weird coincidences. When they finally met, these are some of the things they discovered:

- Both men had married women called Linda.
- Both men had then got divorced and had married women called Betty.
- One man had named his son James Alan, the other had named his son James Allan.
- James Lewis had once owned a dog called 'Toy' – and his brother had given his dog the same name.
- Both men had worked at a petrol station and a burger bar.
- They had had the same illnesses and they had gained and lost weight at the same points in their lives.
- They enjoyed the same sports and hobbies, drove the same kind of car and went on holiday to the same place.

Remember, the two men hadn't met before. Was it all chance, or had the brothers communicated in some strange way before they met? Nobody really understands it.

PROPERTY
TWINS

Grammar

Past perfect simple

Affirmative and negative

Different families **had adopted** the babies.
The two men **hadn't met** before.

Questions and short answers

Had they **communicated** before they met?
Yes, they **had**./No, they **hadn't**.

Choose the correct option.

We use the past perfect to describe a past event that happened **before** / **after** another past event.

Practice

6 **Work in pairs. Read the sentences and say which action happened first.**

1 James found out *2* about his twin. They had lived *1* in the same area all their lives.
2 They were surprised. They'd had very similar lives.
3 They met as adults. They had grown up in different families.
4 They had always felt something was missing in their lives. They finally understood.
5 Somebody told his parents about the other baby. Nobody at the hospital had told them.

Many twins attend annual conferences where they can meet other twins and share their experiences.

7 **Complete the sentences. Write the past perfect or past simple form of the verbs in brackets.**

1 Toby *was* (be) late for school because he *'d missed* (miss) the bus.
2 I ___ (not study) hard enough before I ___ (do) the exam.
3 Annie ___ (lose) her key so she ___ (can't) get into the flat.
4 ___ (you/read) the book before you ___ (see) the film?
5 We ___ (be) cold because we ___ (not pack) any warm clothes.
6 ___ (they/be) to France before they ___ (go) last week?

Listen

8 **Listen to the story and answer the questions in pairs. Make notes.**

1 How old was Rob Jones? Which race did he take part in? Who went to watch the race?
2 What did Rob do before the race started? What did Rob's dad do? What did Jenny do?
3 How long did Rob take to complete the race? When did he look at his photo? Whose picture had he taken?
4 Who was in Jenny's photo? What was he doing?

Write

9 **Look at your notes from Exercise 8 again. Imagine you are Rob and complete the description of what happened.**

What a race! I was really tired at the end but I finished in five hours – not too bad!
I went home with Mum and Dad and Jenny and we … Then, a few days later, …
That wasn't the only coincidence. Jenny …

Extra practice

For more practice, go to page 108.

6d The ski trip

SKILLS FOCUS: LISTENING AND SPEAKING

'Have a wonderful time and don't come back with a broken leg.'
'Don't worry, Mum, I'll be fine. I'll text you when we get there. Byeee … '
Don waved to his family as the coach drove away from the school. Then he turned to his friend Harry.
'I can't believe it, after all this time. It feels like I've been saving for this ski trip forever!'
'I know. I dream about washing-up! But it's worth it. This is going to be awesome.'
They had both worked hard to pay for the trip. Harry had found a Saturday job in a local restaurant and Don had worked for his parents in their corner shop. This was their first ski trip and they were very excited. Their friend Sarah leant forward from the seat behind.
'Not long now. A whole week in the Italian Alps! I can't wait!'

The friends soon discovered that skiing wasn't as easy as it looked. By the end of the fourth day they were aching all over and exhausted – but happy. That evening Harry was talking to Don and Sarah.
'You're a natural, Don. You'll be in the advanced class soon!'
'I don't think so, but I'm having a fantastic time. Anyway, I'm off to bed now. I'm so tired!'
Sarah followed Don to the door.
'Are you OK?'
'Yeah, why?'
'Oh, nothing. Sleep well, then.'

'What was that about?'
'Surely he's told you? There's been a fire at the shop. Nobody was hurt, but lots of stuff was damaged. I think it was quite serious.'
'How do you know that?'
'My parents live in the same road. My sister texted me.'
'Oh, how awful! I'm sure nobody's told him. I guess they don't want to spoil his week. He'll want to go home if he finds out.'
'Oh no. Now what? Are you going to tell him?'
'I don't know.'

NEW WORDS
- forever
- corner shop
- lean (leant)
- ache
- exhausted
- (You're) a natural.
- (I'm) off to bed
- spoil
- Now what?

Get started

1 **Imagine the perfect trip abroad. Where are you going? How are you going to get there? What are you going to do?**

Read

2 **Read the story. What happened while Don was away from home?**

Comprehension

3 **Put the sentences in the correct order (1–6).**

☐ Sarah was worried about Don.
☐ Don and his friends went to Italy.
☐ Sarah received a text.
1 Don and Harry saved enough money to pay for the ski trip.
☐ Sarah told Harry about the fire.
☐ There was a fire at Don's parents' shop.

HARDWARE
IRONMONGERY
CUMMINS
Dulux COLOUR CENTRE

Speak your mind!

4 **Work in pairs. Read the sentences. Then complete each one with one or two more ideas.**

1 If he does nothing, *Don will probably be angry and upset later, because Harry didn't tell him.*
2 If he tells Don, *it'll spoil the holiday.*

SPEAKING TIP: ASK FOR MORE EXPLANATION

If you don't understand something, ask the person to explain. Use expressions like: *Sorry, I'm not sure what you mean./What do you mean?/Are you saying … ?*

Now do Exercise 5.

5a **Work in pairs. Match the opinions (1–3) to reasons from the box and your own ideas.**

I think Harry should tell Don because Don will want to support his family. Another reason is, …

1 Harry should tell Don.
2 Harry shouldn't do anything.
3 Harry should talk to somebody else.

- It's none of Harry's business.
- Don will want to support his family.
- It isn't fair on Harry – he needs to share the problem.
- Don's parents will tell him when he gets home.
- Harry needs some advice.
- You shouldn't keep secrets from your friends.
- (*Your own ideas*)

b **Now work in groups. What do you think Harry should do? Discuss in your group and give reasons.**

A: *Harry shouldn't do anything because it's none of his business.*
B: *What do you mean? Are you saying you shouldn't be interested in your friends?*
A: *No, I mean …*
B: *I don't agree. I think he should tell Don, because …*
C: *Perhaps he should discuss the problem with someone else. I mean, …*

Listen

LISTENING TIP: PREPARE TO LISTEN

Before you listen, look at the task. This will help focus your listening.

Now do Exercise 6.

6a 6 12 **Listen to the whole conversation, then answer the question.**

Who told Don about the fire?

b 6 12 **Listen again, then answer the questions in pairs. Note down your answers.**

1 What did Harry do?
2 What did Harry's dad do?
3 How is Don's family?
4 What is Don going to do?

Write

7 **Write a paragraph describing what happened. Use your notes from Exercise 6b.**

Harry phoned his parents and …

6 Language Revision

Grammar (14 marks)

1 Complete the sentences. Use *will/won't*, *may/might* (*not*) and the information in brackets.

0 The weather *will* definitely be sunny.
1 We're not sure. We ___ go skiing.
2 It ___ be cold, it's always hot there!
3 You ___ need a jacket in the evening, sometimes it's cold.
4 We ___ see anything at the top of the mountain, sometimes it's cloudy.

.../4

2 Choose the correct options.

0 [✓ **If**] **/ Unless** you study, you will pass the exam.
1 When everybody **will arrive / arrives**, we**'ll start / start** dinner.
2 **When / If** school finishes, we'll go to the shopping centre.
3 He'll get here on time **unless / as soon as** he misses the train.
4 **Do / Will** you tell Tom the news when you **see / will see** him?

.../6

3 Complete the sentences with the past perfect form of the verbs in the box.

• forget • not realise • ~~steal~~ • work • not have

0 Danny was angry. Somebody *had stolen* his bike.
1 Jenny was hungry. She ___ any lunch.
2 I arrived late. I ___ the time!
3 Was your friend upset because you ___ her birthday?
4 They passed their exams. They ___ really hard.

.../4

Vocabulary (14 marks)

4 Complete the sentences.

Holiday ideas

> Pay for a room and have breakfast at a ^{0}*B & B*.

> ^{1}___ camping at a ^{2}___ and sleep in a ^{3}___ .

> Pull a ^{4}___ behind your car, or drive a ^{5}___ and sleep in it, too.

.../5

5 Match the phrases (0–5) to the correct meanings (a–f).

0 – b

0 lose sight
1 lose interest
2 lose weight
3 lose your memory
4 lose your temper
5 lose a match

a) become angry
b) not see anymore
c) forget
d) get thin
e) not win
f) get bored

.../5

6 Complete the adjectives with *un-*, *in-* or *im-*.

0 I can't do this crossword. it's *im*possible!
1 Be calm and wait. Don't be ___patient.
2 Sarah doesn't need help. She's very ___dependent.
3 I must do some exercise. I'm really ___fit.
4 He can't do the job yet. He's too ___experienced.

.../4

Phrases/Use your English (12 marks)

7 Complete the phrases in the dialogue.

Steve: Where's Gina?
Vicky: ^{0}*Knowing her*, she's got lost.
Steve: Someone's at the door.
Vicky: ^{1}T___'s her. ^{2}Q___! Hide.
Gina: Hi, Vicky, it's Gina.
Vicky: Oh, Gina. ^{3}C___ ^{4}o___ up.
Gina: Hi, Vicky. How are you doing?
Vicky: I'm fine. I've got a surprise for you.
Gina: Is it Steve?
Vicky: Who ^{5}e___!

.../5

8 Look at the jumbled conversation. Number the lines in the correct order. Then write the missing words.

☐ a) I'll do that for you ___ you like.
☐ b) Don't worry. ___ I invite Jake, too?
1 c) Don't *forget* to invite Sue to the party.
☐ d) It's OK, I'm going to the supermarket this afternoon.
☐ e) Yes, please. That ___ be great. Jake's cool. Oh. I need to buy a cake.

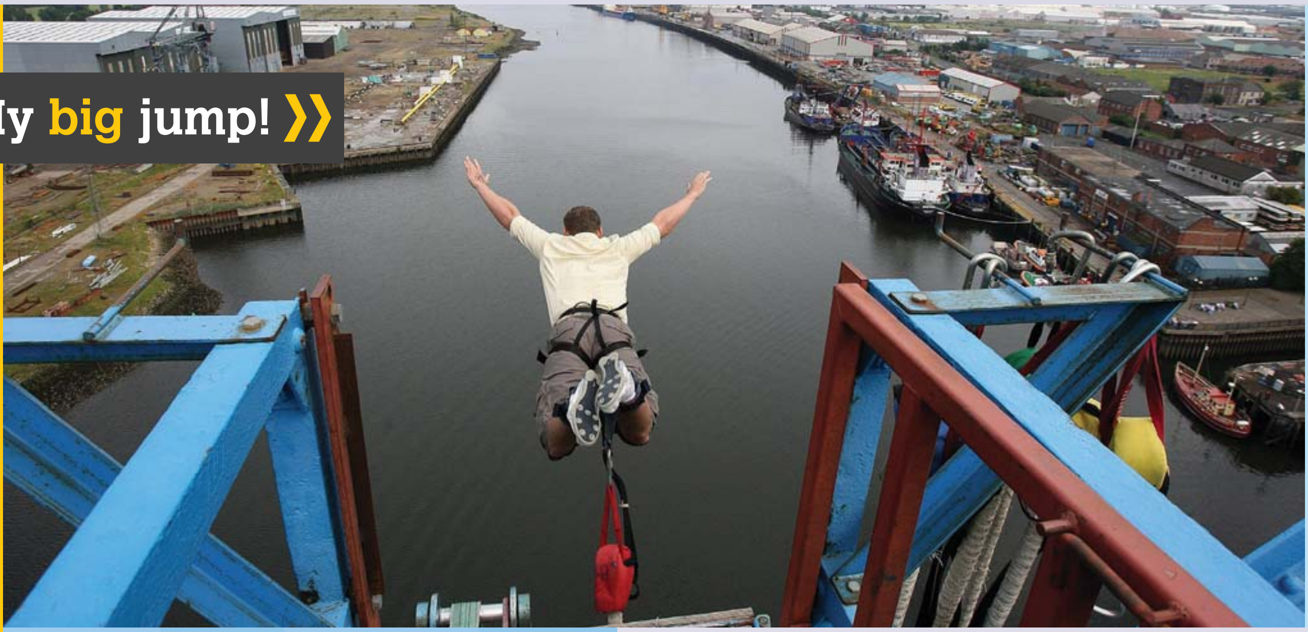
.../7

LISTEN AND CHECK YOUR SCORE

Grammar	.../14
Vocabulary	.../14
Phrases/Use your English	.../12
Total	**.../40**

6 Skills Revision

My big jump! ❯❯



I will never forget my first big bungee jump. I had done some bungee jumping indoors, but I'd never tried it outdoors. I'd also watched people on TV jump off big cliffs, waterfalls and bridges but I thought it was too scary for me. [1]__ So we went to Middlesbrough, which has a famous bridge, for my first big bungee jump. The bridge, which crosses the river Tees, was opened in 1911 and is made of iron. I had to climb 122 steps to get to the top. [2]__ A jump officer helped me put on my kit and then it was my turn to jump. Suddenly I was very scared. I wasn't able to breathe; I couldn't move. [3]__ It was awesome. I jumped 50 metres down to the water. I could see my mum and dad waving from the river bank as I was falling. I felt great!

Read

1 **Read about Matt's bungee jump. Match the sentences (A–D) to the gaps (1–3) in the text. There is one extra sentence.**

A The officer shouted '1, 2, 3 … ' and I jumped!
B The water was cold and very deep.
C When I arrived I couldn't look down.
D But in 2013, I changed my mind.

2 **Answer the questions.**

1 Why did Matt think he couldn't do an outdoor jump?
2 Where did Matt do his first outdoor jump?
3 What is the Middlesbrough bridge like?
4 How did Matt feel just before he jumped?
5 How high is the bridge?

Listen

3 6 14 **Listen to five people talking about their holidays. Match the speakers (1–5) to the places to stay (a–g). There are two extra places.**

1 – b

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

a) old countryside hotel
b) caravan
c) hostel
d) campsite
e) bed and breakfast
f) self-catering flat
g) city hotel

Write

4 **Write about an outdoor experience. Use linking phrases (*first of all, then, finally,* etc.). Use the questions to help you.**

- Where did you go?
- Who did you go with?
- What did you do?
- What was exciting about the experience?

I remember when …

NOW I CAN		
Read	follow an article and find specific information.	☐
Listen	identify the main topic in short monologues.	☐
Write	write about an experience.	☐

7a He told her to throw it.

Grammar Reported requests and commands
Vocabulary Adjective word order

Get started

1 **Have you ever seen a magic trick? Do you know how it was done? Tell the class.**

Read

2 7 01 **Listen and read the webpage. What was the man doing while he was on his unicycle?**

Comprehension

3 **Answer true (T), false (F) or doesn't say (DS).**

1 Ray White is in Scotland. *T*
2 There are lots of shows to choose from.
3 Ray hasn't seen many shows yet.
4 He knows how the magic trick was done.
5 The cyclist caught every ball.
6 Ray is going to see another show now.

YouthPress

SEARCH

ENTERTAINMENT MUSIC SPORTS

EDINBURGH FESTIVAL FRINGE

Ray White is spending a week at that amazing Scottish festival, the Edinburgh Fringe. Here's his first *YouthPress* report.

I've never seen so many people and all of them are having fun! Everywhere you go, performers in weird and wonderful costumes approach you. They all tell you to go to their show, which of course is the best in town. You couldn't possibly go to all of them.

So far, my favourite is Mickey's Marvellous Magic Show, which I saw yesterday. It was in a huge old theatre, but there were only about thirty people in the audience. Never mind, Mickey was brilliant! He asked someone to write down a number on a card and told him not to show anyone. Then he pulled out a card from his pocket and there was the same number. Of course I thought it was a fix – but then he asked me to write down a name. I couldn't believe it when he had the same name in his pocket. Spooky!

Outside, lots of people were watching a man on a unicycle. He was cycling backwards and forwards inside a big square area in the street. He threw a little red rubber ball to a girl in the crowd and told her to throw it back. He caught it, then he did the same with two balls, then three, then four, then five – it was awesome.

I'm off to see the Fearless Flying Grannies now. (Sounds interesting? I'll tell you later!)

Grammar

Reported requests and commands

Subject	Verb	Object	Infinitive
He	**asked**	**someone**	**to write** a number.
He	**told**	**him**	**not to show** anyone.
He	**told**	**her**	**to throw** it back.

Note

Be careful about changes to pronouns in reported speech, e.g. 'Throw it back to me.'

He told her to throw it back to ***him****.*

Practice

4 Report the requests and commands. Use *asked* or *told*.

1 The teacher to Class Six: Don't talk!

The teacher told Class Six not to talk.

2 Harry to Joe: Can you carry a bag for me, please?

3 A police officer to us: Get off your bikes!

4 Julie to Tom: Please help me with the washing-up.

5 Ben to Sam: Please don't tell anyone.

6 The dentist to his patient: Relax!

5 7 02 Listen and complete the requests and commands.

1 He told them *not to move*.

2 She asked me ___.

3 The teacher asked everyone ___.

4 She told us ___.

5 He told the tourists ___.

6 Jack asked his friends ___.

Vocabulary: Adjective word order

We often put two or three adjectives together before a noun. They usually go in this order:

opinion	size	age	shape	colour	origin	material	noun
amazing					Scottish		festival
	huge	old					theatre
	big		square				area
	little			red		rubber	ball

6 Put the words in the correct order.

1 blue beautiful dress cotton a

a beautiful blue cotton dress

2 eyes big round brown

3 a sandwich cheese old horrible

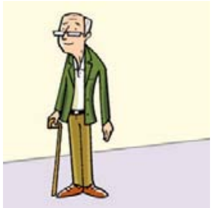
4 new American expensive car an

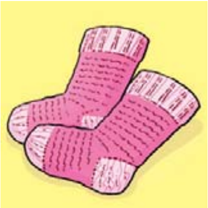
5 black smart shoes leather

6 little key a metal mysterious

7 Describe each picture with three adjectives from the box.

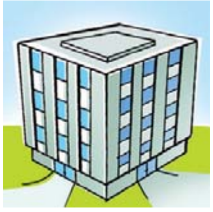
- delicious
- glass
- modern
- old
- pink
- round
- square
- tall
- thin
- comfortable
- woollen
- little

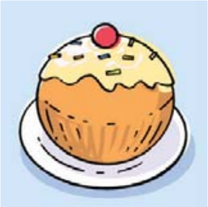




1 a *tall* ___ ___ man

2 a pair of ___ ___ ___ socks





3 a ___ ___ ___ building

4 a ___ ___ ___ cake

Pronunciation: Compression /ˈevri/ every

8 7 03 Go to page 117.

Listen

9 7 04 Ray is showing his friend Sandy some photos he took while he was in Edinburgh. Listen and complete the summary.

Ray was walking along [1]*the street* when he saw [2]___. There was a sign that said '[3]____'. People stopped, sat down and [4]_____. Then a girl came along. Her [5]___ told her to play something. She played really [6]___. People asked her [7]___, but she was embarrassed and she [8]___.

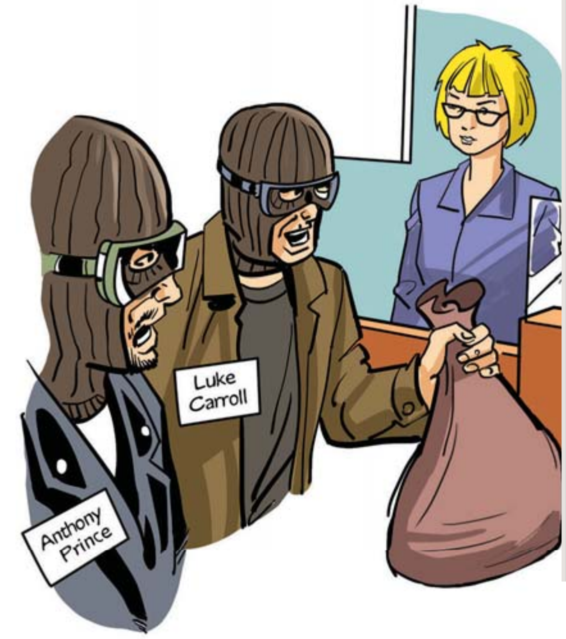
Extra practice

For more practice, go to page 108.

7b He said he was writing a book.

Grammar Reported statements
Vocabulary Appearance

HOW NOT TO ROB A BANK



One of the least successful bank robberies in history took place in Colorado, USA, in 2005. The police officer who arrested the robbers said they were the 'dumbest criminals ever'.

Anthony Prince and Luke Carroll had disguised their faces with ski masks and goggles, but the bank staff recognised them anyway. They told police that the men were regular customers and that they had recognised them straightaway from their Australian accents. They were able to describe two fair-skinned young men of medium build, both with short dark curly hair and one with a small moustache and beard. To remove any possible doubt, they also told police that the men worked in a nearby sports shop and had forgotten to remove their name tags!

One of the cashiers told the police that she had given them a lot of single dollar notes. 'I told them the bags would be very heavy, but they ignored me. I laughed because they didn't seem very bright,' she said.

The men stole $132,000 and later posed for photographs with the money in their hands. They planned to escape to Mexico, but not surprisingly they were arrested before they left the country.

After about four years in prison, they returned to Australia. Prince told reporters he was very sorry. He said that he couldn't explain his behaviour and that he'd learnt from his mistakes. He also said he was writing a book about the robbery.

Read

1 **Listen and read the story. Where were the robbers from?**

Comprehension

2 **Rewrite the summary, correcting the mistakes.**

Two Americans robbed a bank in Colorado. The staff recognised their faces because they were customers. The cashier was very frightened when she saw the robbers. They stole $132,000 and escaped to Mexico. They were arrested and went to prison in Australia.

1 Two Australians robbed a bank …

Grammar

Reported statements

Direct statement	Reported statement
	He **said** (**that**) … He **told** me (**that**) …
'I**'m** very sorry.'	… **he was** very sorry.
'I**'m writing** a book.'	… **he was writing** a book.
'I **recognised** them from their accents.'	… **he had recognised** them from their accents.
'I**'ve learnt** from my mistakes.'	… **he had ('d) learnt** from his mistakes.
'We**'ve forgotten** to remove our name tags.'	… **they'd forgotten** to remove their name tags.
'The bags **will** be very heavy.'	… **the bags would be** very heavy.
'I **can't** explain my behaviour.'	… **he couldn't** explain his behaviour.

Choose the correct option to complete the rule.

Tell / **Say** is always followed by a direct object.

Practice

3 **Complete the sentences.**

'I'm helping John with his homework.'	She said *she was helping John with his homework.*
'___.'	He told me that he hadn't enjoyed the film.
'We'll wash up later.'	I said ___.
'___.'	They told us he lived in Birmingham.
'David's gone home.'	He said that ___.
'___.'	She told me she hadn't got my message.
'Jack can't go out.'	They said ___.
'___.'	He told me they weren't going on holiday.

4 **Read the speech bubble, then report what Yuko said.**

[1]We've been in the UK for two weeks and [2]we've done a lot. [3]In our first week we went to London and [4]I had a ride on the London Eye. Then [5]we travelled to Scotland, where [6]we're staying with some friends. [7]They speak fast and [8]I can't always understand the accent! [9]It doesn't matter, [10]I love it. [11]I haven't sent any postcards, but [12]I'll be back on Saturday and [13]I'll have lots of photos!

Yuko said they'd been in the UK for two weeks and …

Vocabulary: Appearance

5a **Recall** **Look at the Word bank on page 112. Put the words in the correct lists. Which words go in more than one list?**

- Head/Hair: …
- Face: *beard*
- Body: …
- Age: …
- Other: …

b **Extension** **Listen and repeat. Then add the words to the correct lists.**

- attractive
- bald
- eyebrow
- fair/olive/dark-skinned
- fat
- fringe
- handsome
- in his/her teens/twenties
- (of) medium-build
- overweight
- parting
- pretty
- round
- slim
- spiky
- square
- tattoo
- teenage (*adj*)
- thin
- ugly
- well-built

6 **Look at the picture in Exercise 1 again. Read the description of the cashier and choose the correct options.**

She's an [1][✓ **attractive young**] / **ugly old** woman in her [2]**seventies / twenties**, with [3]**medium-length / spiky** [4]**dark / blond** hair and a [5]**fringe / parting**, a [6]**thin / round** face and [7]**glasses / a walking stick**. She's [8]**light-skinned / dark-skinned** and [9]**well-built / slim**.

Write

7a **Choose one of the people in the picture and make notes, using the headings from Exercise 5a.**

- Head/Hair: grey hair
- Face: glasses
- Body: overweight
- Age: old
- Other: walking stick

b **Now write a description, using your notes from Exercise 7a.**

Speak

8 **Work in pairs. Take turns to imagine you are one of the customers in the picture. Tell your partner what happened, using the ideas below.**

- Where were you? What were you doing?
- Who else was there? What happened?
- How did you feel?

I was standing …

Extra practice

For more practice, go to page 108.

7c She asked if I could come …

Grammar Reported questions
Function Speak on the phone

Dialogue

1 7 07 **Listen and read. Where is Jodie going on Saturday?**

Mrs Hill: Hello, could I speak to Jodie Carter, please?
Luke: Sure, I'll get her. Who's calling, please?
Mrs Hill: This is Mary Hill, from Radio Talk London.
Luke: Right, just a minute … Jodie … JODIE!
…
Jodie: Hello, Jodie speaking. Go away, Luke.
…
Luke: So, have you won the competition?
Jodie: Well, I'm through to the final!
Luke: That's amazing. Well done. What did she ask you?
Jodie: I can't think … I'm so excited! Umm, she asked how long it had taken to write the story and then she asked which school I went to. And guess what … she asked me if I could come to the studio on Saturday.
Luke: That's brilliant. When will you know the winner?
Jodie: They'll tell us then. Live on air!
Luke: Wow! Who are you taking? Did she ask if you wanted to bring a friend … or a brother?!
Jodie: No, hard luck, Luke, she didn't.

Phrases

- just a minute
- I can't think
- (I'm) so (excited/lucky … !)
- hard luck

Comprehension

2 **Choose the correct options.**

1 Mrs Hill phoned **Luke** / [✓ **Jodie**].
2 Jodie has **entered** / **won** a competition.
3 Mrs Hill **knew** / **asked** about Jodie's school.
4 She invited **a friend** / **Jodie** to the studio.
5 Luke **wants to** / **will** go with her.

SOLVE IT!

3 **What kind of competition was it?**

Grammar

Reported questions	
Wh- questions	
Direct questions	Reported questions
'Who's calling?'	Luke asked (her) **who was calling**.
'How long did it take?'	She asked (me) **how long it had taken**.
'When will you know?'	He asked (her) **when she would** (she'd) **know**.
Yes/No questions	
Direct questions	Reported questions
'Do you want to bring a friend with you?'	She asked (me) **if I wanted to bring** a friend with me.
'Have you won the competition?'	He asked (her) **if she had** (she'd) **won** the competition.
'Can you come to the studio?'	She asked (me) **if I could come** to the studio.

Practice

4 **Report the questions.**

1 Mrs Hill to Jodie: When can you visit us?
Mrs Hill asked *Jodie when she could visit them*.
2 Emma to Jodie: Have you met any of the other finalists?
Emma asked ___.
3 Luke: Who's in the final?
Luke asked ___.
4 Emma: What's the prize?
Emma asked ___.
5 Martin to Jodie: What's the story about?
Martin asked ___.
6 Luke to Jodie: When will they announce the winner?
Luke asked ___.
7 Mrs Hill to Jodie: Do you want to be a writer?
Mrs Hill asked ___.
8 Martin to Luke: Did you enter the competition, too?
Martin asked ___.

5 **Listen and then report the questions.**

1 *He asked (me) if he could ask me some questions.*
2 *She asked (me) how old I was.*

Use your English: Speak on the phone

6 **Listen and repeat. Then practise the conversation in pairs.**

A: Hello?
B: Hi. It's Mel here. Can I speak to Jo, please?
A: I'm afraid she's out. Can I take a message?
B: Yes, please. Can you ask her to call me?
A: OK, I'll tell her as soon as she gets back.

Answer the phone
Hello?
Hello. Luke speaking.
Hello, Jodie's phone.

Say who you are
Hello. This is Mary Hill.
Hi. It's Luke here.

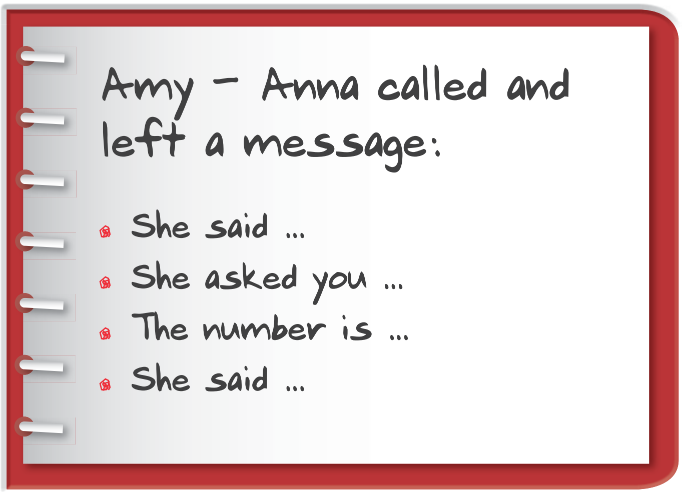
Ask for somebody
Is Jodie there?
Can/Could/May I speak to Jodie, please?

Respond
Speaking.
Who's calling, please?
Just a minute/Hang on, I'll get him/her.
I'm sorry/I'm afraid he's/she's out.
Can I take a message?

7 **Practise similar conversations in pairs.**

Listen and write

8 **Listen and complete the message.**



Amy – Anna called and left a message:

- She said ...
- She asked you ...
- The number is ...
- She said ...

Extra practice

For more practice, go to page 108.

7d Traditions around the world

SKILLS FOCUS: READING

Get started

1 **Look at the photos. Can you guess the countries?**

Read

READING TIP: HOW TO READ A TEXT FOR SPECIFIC INFORMATION

When you look for specific information, for example countries, names or dates, scan the text quickly to find the information you need. Look for capital letters and numbers. You don't need to read the rest of the text in detail.
Now do Exercise 2.

2 7/11 **Read the article quickly and answer the questions.**

1 Which countries and indigenous cultures are mentioned in the article?
New Zealand – Maori …
2 How many numbers are there in the article? What do they refer to?

Comprehension

3 **Read the article. Answer true (T), false (F) or doesn't say (DS).**

1 People wear traditional clothes for the Maori dance. *T*
2 'Kapa Haka' dancers dance, sing and shout.
3 Inuit games are only played in the winter.
4 The didgeridoo looks like a guitar.
5 Today you can hear the didgeridoo mixed with more modern music.

Sandy Blaire:

Reporting on World Culture

Welcome to my latest report to find out about indigenous cultures in the modern world!

I began in New Zealand. Last week I spoke to Maaka, a Maori from Auckland. He told me about a typical Maori dance called 'Kapa Haka'. It's a mixture of song, war cries and dance. The dancing has a lot of combat movements and the dancers wear traditional Maori costume. You can see a haka at every New Zealand rugby game. The New Zealand players perform it in front of the other team before the match. I looked it up on YouTube – they look like real warriors. It's awesome!!

AIG
AIG
AIG
AI
AIG

Listen

4 7 12 **Listen to a Skype conversation between Sandy and Karima. Answer the questions.**

1 What does 'Inuit' mean? *It means 'people'.*
2 Where do the Inuit people traditionally live?
3 Why did they invent games?
4 How many types of games are there?
5 Why does Karima often lose the voice games?
6 What is Karima going to send Sandy?

Speak

5a In pairs, discuss the questions.

1 Before you visit a new country, which of these things do you think are important to find out about? Decide with your partner: 1 = most important, 6 = least important.
☐ the famous sights
☐ the landscape
☐ the music
☐ the people
☐ interesting facts about the culture
☐ the language
2 Which country in the magazine article would you like to visit? Why?

b Imagine you are going to visit the country you talked about in Exercise 5a. Think of five questions to ask when you get there.

Project

6 Do a project to find the answers to the five questions you talked about in Exercise 5b.

- Write a title for your text.
- Use your questions from Exercise 5a as paragraph headings.
- Write the information you have discovered under each heading.
- Download two or three images to go with your text.

Next stop: Canada! The Inuits have lived in Canada for over 5,000 years and are famous for their traditional games. I asked Karima, an Inuit from northern Canada, to tell me about them. She said that life in the Arctic could be hard and it was important for people to have strong minds and strong bodies. So the Inuits invented games to help them survive during their long hunting trips. My favourite game is the 'kneel jump'. You start on your knees and jump forward. The person who jumps the furthest wins. Karima told me all about the Arctic Games. It seems the competition began in 1970 and it has both traditional games and modern sports, like ice hockey.

Finally I spoke to Kylie, an Aboriginal Australian from Sydney and I asked her about Aboriginal music. She told me about the didgeridoo. The didgeridoo's an Aboriginal musical instrument over 1,500 years old. It's a pipe that's 1–3 metres long and yes, you blow into it! Today you can still listen to traditional didgeridoo music or fusions with hip-hop or rock! Kylie told me that her uncle was the didgeridoo player in a group. Check out her photo!

NEW WORDS

- indigenous
- Maori
- war cry
- combat
- costume
- warrior
- the Inuits
- the Arctic
- mind
- survive
- Aboriginal Australian
- didgeridoo
- pipe

7e Thank you

SKILLS FOCUS: WRITING A THANK YOU LETTER

Get ready to write

1 **Read the letter and complete it with the words and phrases from the box.**

- With best wishes
- but
- Dear
- for
- kind of you
- I'm very sorry
- PS
- Thank you very much
- with

Hemmingford High School
Hilton
JK12 5DR
12th May

^{1}Dear Mr Bennett,
^{2}___ for coming to our school last month. It was very ^{3}___ to give us so much of your time. We all loved hearing about your trip to Alaska and learning about the Inuit people. My favourite part of your talk was when you told us about the Arctic winter. It was also interesting to hear about how the Inuit go hunting and fishing.
^{4}___ this letter is a little late, ^{5}___ your visit was the day before our half-term holiday. We're back at school now and starting work on our project about the North Pole!
Thank you again ^{6}___ a great afternoon.
^{7}___
Matthew Davis and Year 10
^{8}___
Good luck ^{9}___ your next expedition. I hope you will come back and tell us about it one day!

2 **In pairs, complete the summary of the letter.**

Mr Bennett visited ^{1}___ School and talked to Year ^{2}___ about ^{3}___. Matthew's favourite part was hearing about the ^{4}___. The letter is late because ^{5}___.

WRITING TIP: A THANK YOU LETTER

Always start a letter with *Dear…* . It's OK to use first names but to be polite, use *Mr/Mrs/Ms* + surnames.
End the letter with phrases like these:
Love from, *With love*, *Yours* (if you know the person well)
With best wishes (if you want to be more polite)
Yours sincerely (if you don't know the person at all)
Some useful expressions:
Thank you (very much) for + noun / *-ing*
I'm (really/very) sorry … but …

Write

3a **Read the poster about an event at your school.**

King Edward School, Westminster Road, WR12 1PQ

Thurs 7th April at 7 p.m.
Explorer Timothy Shanklin talks about his recent trip to the Amazon jungle. Learn about the Peruvian tribes he stayed with and see some of his wonderful photos.

b **You attended the talk with some friends. Now write a thank you letter to Mr Shanklin.**

1 Thank him for coming and say what you enjoyed about the talk.
2 Apologise for writing late (you have just done exams).
3 End the main part of the letter in a polite and friendly way.
4 Add a PS (optional).

7 Language Revision

Grammar (20 marks)

1 Report the requests and commands. Use *told* or *asked*.

0 Mrs Jones to the class: 'Stop talking and listen to me!'
Mrs Jones told the class to stop talking and listen to her.
1 Anna to Claire: 'Could you help me, please?'
2 Police officer to John: 'Don't cycle without lights at night.'
3 Josh to his mum: 'Can you give me a lift to school, please?'
4 The magician to Jenny: 'Write the number on the card.'

…/4

2 Write sentences using reported speech and the words in brackets.

0 'We're going on holiday on Monday.' (They said …)
They said that they were going on holiday on Monday.
1 'I don't want to go home.' (Elsa said …)
2 'Ben had a great time on his birthday.' (Tom said …)
3 'I'll do the washing-up.' (Rob …)
4 'Jack's been to the USA twice.' (Mary told us …)

…/8

3 Put the words in the correct order. Then write the direct question.

0 to I school asked The reporter went me where
The reporter asked me where I went to school.
'Where do you go to school?'
1 asked drink wanted if we a My mum
2 her what could time She asked I meet
3 He going I was to asked who me invite
4 asked doing officer were The police we us what

…/8

Vocabulary (12 marks)

4 Put the adjectives in the correct order.

0 It's a(n) Japanese old interesting comic.
It's an interesting old Japanese comic.
1 They're black expensive leather shoes.
2 It's a(n) American exciting new film.
3 They're metal round small glasses.
4 He's a(n) young Italian popular actor.

…/4

5 Complete the words.

0 He hasn't got any hair. He's b*ald*.
1 They're good-looking. They're a___.
2 He's too heavy. He's o___.
3 She's very thin. She's s___.
4 Her hair almost covers her eyes. She's got a f___.
5 Bart and Lisa Simpson have got s___ hair.
6 I've got a picture on my arm. It's a t___.
7 Babies usually have r___ faces.
8 She's a teenager. She's in her t___.

…/8

Phrases/Use your English (8 marks)

6 Complete with phrases from the box.

- hard luck, - ~~Could I speak to~~ - I can't think,
- I'm so excited! - Just a minute,

A: Hello. ^{0} *Could I speak to* Justin Smith, please?
B: ^{1}___ I'll get him for you. Who's calling?
A: *The Quiz* magazine.
C: Hello. It's Justin Smith here.
A: Hello, Justin. You've won some money in a competition.
C: Er … , ^{2}___ ^{3}___ Have I won the hundred pound prize?
A: No, ^{4}___ Justin. You've only won ten pounds I'm afraid.

…/4

7 Look at the jumbled conversation. Number the lines in the correct order.

☐ a) Who's calling, please?
☐ b) Hang on. I'll get her… . Kelly.
1 c) Hi, could I speak to Kelly, please?
☐ d) It's Eddie.
☐ e) Hello. It's Kelly here.

…/4

7 13 **LISTEN AND CHECK YOUR SCORE**	
Grammar	…/20
Vocabulary	…/12
Phrases/Use your English	…/8
Total	**…/40**

8a How would you feel?

Grammar Second conditional
Vocabulary *-ed* and *-ing* adjectives

Get started

1 **Do you ever watch reality TV shows? Tell the class.**

Read

2 8 01 **Listen and read the webpage. Why is Gary lonely?**

Comprehension

3 **Tick (✓) the true sentences. Correct the false ones.**

1 Gary won a swimming competition.
Gary won a singing competition.
2 He moved house.
3 He misses his old life.
4 *Jackson17* doesn't like Gary.
5 *dustyrose* and *mayab* would like to change places with Gary.
6 *twinkle* doesn't understand Gary's problem.

Grammar

Second conditional
Statements
If I **had** his opportunities, I **wouldn't look** back.
I**'d** probably **feel** the same **if** I **was/were** Gary.
If I **could change** places with Gary, I**'d do** it straightaway.
Questions and short answers
How **would** you **feel if** you **were** in Gary's situation?
Would you **miss** anything?
Yes, I **would**./No, I **wouldn't**.

Note

After *I*, *he*, *she* or *it*, we can use *was* or *were*. *Were* is more formal than *was*.
I'd feel the same if I was/were Gary.
BUT to give advice, we say: *If I were you, I'd …*

Too much too young?

Many people dream of fame and fortune, but teen singer Gary Williams, who recently won the TV talent show *The Wow Factor!*, has found it a disappointing experience.

Practice

4 **Read the situations. Then write sentences with the second conditional form of the verbs.**

1 I want to buy a new mobile, but I haven't got enough money.
If I *had* (have) enough money, I*'d buy* (buy) a new mobile.
2 Jack usually goes out on Saturdays, but this week he's ill.
If he ___ (not be) ill, he ___ (go) out.
3 I'd like to help you with your Maths, but I don't understand it!
If I ___ (understand) it, I ___ (help) you!
4 You really don't need to worry.
I ___ (not worry) if I ___ (be) you.
5 Joe wants to text Katie, but he doesn't know her number.
Joe ___ (text) Katie if he ___ (know) her number.
6 We want to watch TV but we have lots of homework.
We ___ (watch) TV if we ___ (not have) lots of homework.

Since seventeen-year-old Gary won the competition, he has moved with his family to a large country house with a big swimming pool. He has left school to concentrate on his career in show business and has a personal tutor to help him with his exams. However, Gary is bored with his new life.

'I've got lots of money now, but I miss school,' he told us. 'It was exciting at first, but it isn't now. I don't often see my friends and I don't like all the travelling. I think maybe I'll go back to school.'

How would YOU feel if you were in Gary's situation? Would you miss anything? We'd love to hear your views.

If I had his opportunities, I wouldn't look back. Chances like that don't come along very often. So, if I were you, Gary, I'd stay there! PS I voted for him. He's amazing!
Jackson17, Cardiff

I think I can understand. If you were rich and famous, like Gary, how would you know your real friends? Some people would only like you for your money. I'd hate it.
dustyrose, Leeds

I'd probably feel the same if I was Gary. I think I would be quite lonely if I didn't see my school friends any more. I think I would miss them and regret moving away.
mayab, Malvern

If I could change places with Gary, I'd do it straightaway. He's incredibly lucky. It's the chance of a lifetime.
twinkle, Swansea

5 Complete the questions with the second conditional form of the verbs.

1 What *would you do* (you/do) if you *found* (find) a wallet on the bus?
2 If you ___ (be) a talented singer, ___ (you/enter) a talent show?
3 What ___ (you/say) if you ___ (not like) your friend's new hairstyle?
4 If you ___ (can) choose a holiday, where ___ (you/go)?
5 If your house ___ (be) on fire and you ___ (can) only save one thing, what ___ (it/be)?

Speak

6 Work in pairs. Ask and answer the questions from Exercise 5.

A: *What would you do if you found a wallet on the bus?*
B: *I'd look for a name and address inside it.*

Vocabulary: *-ed* and *-ing* adjectives

7 8 02 **Listen and repeat. Then complete the sentences with words from the box.**

- amazed/amazing
- amused/amusing
- annoyed/annoying
- bored/boring
- disappointed/disappointing
- embarrassed/embarrassing
- excited/exciting
- frightened/frightening
- interested/interesting
- shocked/shocking
- surprised/surprising
- tired/tiring

1 When I went to see the film I was excit*ed*, but I'm afraid it was disappoint*ing*.
2 We were very surpris___ when the lights went out, but nobody was frighten___.
3 At first the book was quite interest___, but I quickly became bor___.
4 Joe dropped his dinner. He was embarrass___, but we thought it was amus___.
5 Please turn that music down – it's very annoy___ and I am very tir___.
6 The concert was amaz___, but the price of the tickets was shock___.

Pronunciation: Elision /dj/ (*would‿you, did‿you*)

8 8 03 **Go to page 117.**

Listen

9 8 04 **Tom and Amy are talking about being famous. Listen, then answer in pairs.**

Give three reasons why …
1 Amy would like to be rich and famous.
She'd go shopping, …
2 Tom thinks it would be awful.

Write

10 Write a short paragraph. Begin like this:

I would/wouldn't like to be rich and famous because …

Extra practice

For more practice, go to page 109.

8b I wish we could stay longer.

Grammar *I wish* with past simple
Vocabulary Phrasal verbs with *out, up, on*

Get started

1 **Look at the photo. What are the people doing? Have you ever done the same thing?**

Read

2 8 05 **Listen and read Maya's blog. Where are wishing trees traditional?**

Maya in London

SUNDAY
Only three more days in London. I wish we could stay a bit longer – we certainly wouldn't run out of things to do! Never mind, we'll come again.

We went to a fair at our cousins' school on Saturday and saw this – it's a wishing tree. Children wrote their wishes on a piece of paper and then tied them to the branches.

We spent ages reading what other people had written. Here are some of my favourite ones.

1 I wish I was good at sport.
2 I wish we lived in a bigger house.
3 I wish my mum didn't work on Saturdays.
4 I wish my grandma wasn't ill.
5 I wish my dad had a job.
6 I wish I wasn't an only child.
7 I wish my brother and I got on better.
8 I wish I could speak Japanese.
9 I wish I could have a pet.

There were too many to read all of them. I had to give up! Of course we wrote our own wishes, too – but I'm not telling you what I wrote – it's a secret!

When I got home, I found out a bit more about wishing trees (I looked them up on dad's laptop). They're traditional in quite a few places. For example, in Japan they have them outside their temples. I think it's a beautiful idea.

Comprehension

3 **Answer the questions in pairs.**

1 Where did Maya see the tree?
at her cousins' school
2 What were people writing on the pieces of paper?
3 Did Maya read all the wishes on the tree?
4 What does she want to keep secret?
5 What did she do after the fair?

Vocabulary: Phrasal verbs with *out, up, on*

4 **Listen and repeat. Then match the phrasal verbs (1–10) to the correct meanings (a–j).**

1 find out – e discover

out • ^{1}find out • ^{2}look out • ^{3}run out (of)
on • ^{4}get on • ^{5}go on • ^{6}turn on
up • ^{7}cheer up • ^{8}get up • ^{9}give up
• ^{10}look up

a) be careful, keep watch b) be friends
c) become happy d) continue
e) discover f) get out of bed
g) have none left h) start (a machine)
i) stop (doing) something
j) find information (about)

5 **Complete the sentences with words from Exercise 4. Then make sentences with the remaining phrasal verbs.**

1 Don't worry. *Cheer* up.
2 There isn't any milk. We've ___ out.
3 This puzzle is impossible. I ___ up!
4 We shouldn't stop now. Let's go ___.
5 The roads are very icy tonight, so look ___.
6 'Who's that girl?' 'I don't know. Let's find ___.'

Grammar

I wish with past simple

I wish we **could** stay longer.
I wish my mum **didn't work** on Saturdays.
I wish I **wasn't/weren't** an only child.

Practice

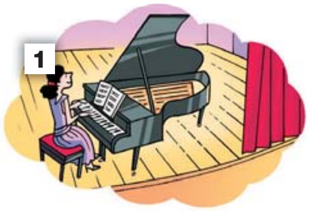
6 **Read the situations, then complete the sentences. Use the correct form of the verbs in the box.**

• be • not be • can • go • have • not live

1 I wish I *could* buy a new coat.
2 I'm too young to drive. I wish I ___ older.
3 I need a phone. I wish I ___ some money.
4 I wish my best friend ___ to my school.
5 It's noisy here. I wish we ___ on a main road.
6 I don't want to get up. I wish it ___ Monday morning.

7 **Write two sentences about each picture. Use *I wish*, the prompts from the box and your own ideas.**

• be a celebrity • have a new bike
• can draw and paint • live in a castle
• not get homework • can play the piano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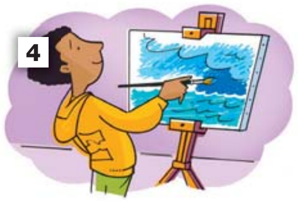
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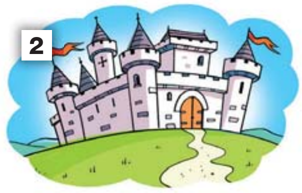
1 I wish I could play the piano.
I wish I was musical.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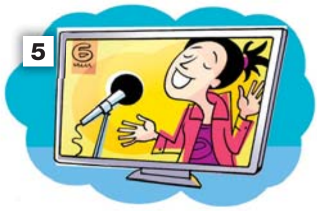
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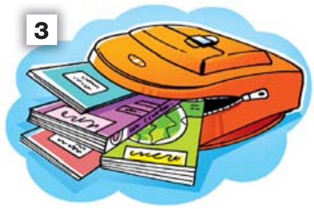
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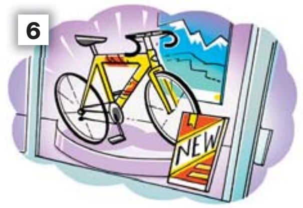
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Listen

8 **Listen to Josh asking Anna some questions. Complete the sentences.**

1 The question is: If you *could change three things in your life, what would they be*?
2 The rules are: You can't wish you ___ and you can't wish you ___.
3 Anna's first wish is: I wish ___.
4 Her second wish is: I wish ___ because ___.
5 Her third wish is: I wish ___. Then we could ___.

Speak and write

9a **Look at Exercise 8 again. Read the question and the rules. What would your three wishes be? Why? Tell your partner.**

b **Write your wishes, and give reasons. Then tell the class.**

I wish I could speak perfect English. I'd like to get a job in the USA.

Extra practice

For more practice, go to page 109.

8c It was so boring I fell asleep.

Grammar	*so* + adjective … *(that)* … *such (a/an)* + adjective + noun *(that)* …
Vocabulary	Types of TV programme
Function	Make suggestions

Dialogue

1 8 08 **Listen and read. Which programme is starting?**

Jodie: Great. It's *The Wow Factor!* after the news. It's my favourite show.

Luke: Oh please! It was so boring last week I nearly fell asleep.

Jodie: Boring? It wasn't. Remember Kevin? The judges made such nasty comments that he cried!

Luke: Oh come on, guys. Let's watch a comedy or a quiz show.

Jodie: No way! It's the final tonight. I'm pretty sure who'll win. Stella's such a fantastic singer everyone will vote for her.

Luke: You mean the others are so awful that there won't be any choice.

Emma: I think Stella's really talented. I voted for her five times.

Luke: What a waste of money!

Jodie: OK, Luke. If you don't want to watch it, why don't you get us some snacks?

Luke: Hmmm, maybe in a minute. Jodie, move your feet, I can't see the screen.

Jodie: But I thought …

Luke: Sssh! It's starting.

Phrases

- No way!
- What a waste of (money)!
- in a minute

Comprehension

2 **Complete the sentences with names from the box.**

Jodie Emma Luke Stella

1 *Jodie* and ___ enjoy watching *The Wow Factor!*
2 ___ wants to watch a different programme.
3 ___ sings on the show and ___ voted for her.
4 ___ asks ___ to get some food.
5 ___ surprises ___.

Vocabulary: Types of TV programme

3a **Listen and repeat. Which types of programme do you like and which don't you like?**

- cartoon
- chat show
- comedy
- cookery programme
- documentary
- film
- the news
- quiz show
- reality TV show
- sitcom (situation comedy)
- soap opera
- sports programme
- talent show
- wildlife programme

b **Listen and say which type of programme it is. Which one has two possible answers?**

1 – sports programme

SOLVE IT!

4 **Listen again. How much did Emma spend when she voted for Stella last week?**

Grammar

***so* + adjective … *(that)* …**

It was **so boring (that)** I nearly fell asleep.

***such (a/an)* + adjective + noun *(that)* …**

Stella's **such a fantastic singer (that)** everyone will vote for her.

The judges made **such nasty comments (that)** he cried.

5 **Complete the sentences with one or two words.**

1 That's *such a* great film I've seen it three times.
2 The show was ___ funny we couldn't stop laughing.
3 It was ___ old film that it was in black and white.
4 The audience were ___ pleased they laughed and clapped.
5 They were ___ terrible players that they lost 13–0.
6 She was ___ good singer she won the contest.

6 **Join the sentences with *so* or *such (a/an)* + adjective *(that)* …**

1 Jake was tall. He hit his head on the ceiling.
Jake was so tall (that) he hit his head on the ceiling.
2 They had good teachers. They passed their exams.
3 It was a bad film. Lots of people left.
4 They were delicious cakes. I ate three.
5 We travelled a long way. It took all day.

Use your English: Make suggestions

7 **Listen and repeat. Then practise the conversation in pairs.**

A: How about watching the football?
B: No, thanks. I'd rather watch a film.
A: OK, do you fancy a James Bond film?
B: Yes, that sounds good.

Make suggestions
What/How about watching the news?
Let's watch a comedy.
We could watch a DVD.
Do you fancy watching the football?
Why don't we watch a cartoon?
Shall we watch a documentary?

Respond
Yes,/OK, that sounds good.
I'm not sure.
No, not really.
I don't really fancy that/watching a film.
I don't really like documentaries.

Express preferences
I'd rather (not) watch a cartoon.
I'd prefer (not) to watch that show.

8 **In pairs, practise similar conversations about next weekend. Use the ideas in the box or your own ideas.**

- phone for a pizza
- go to town
- go swimming
- do some revision
- listen to music
- go to a rock concert

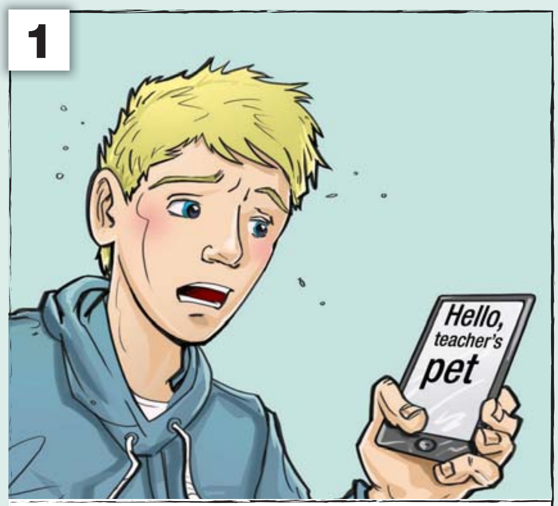
Extra practice

For more practice, go to page 109.

8d Online bullying

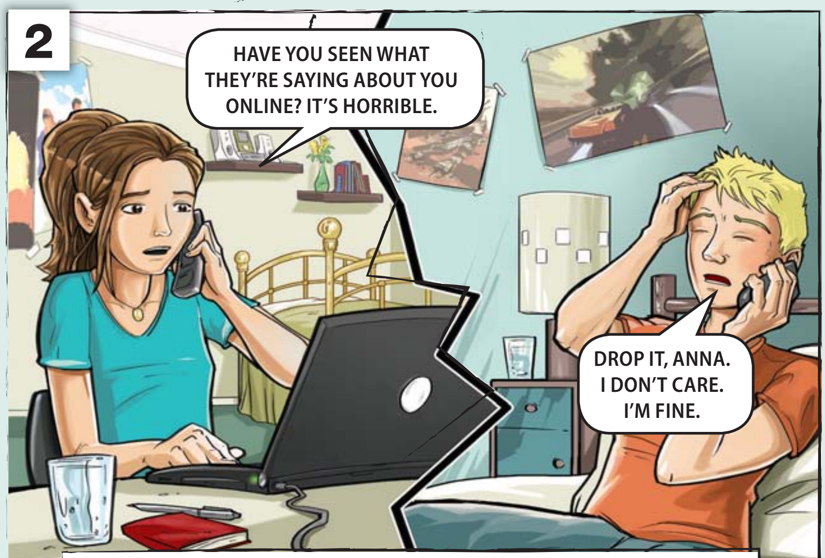
SKILLS FOCUS: LISTENING AND SPEAKING

1


Hello, teacher's pet

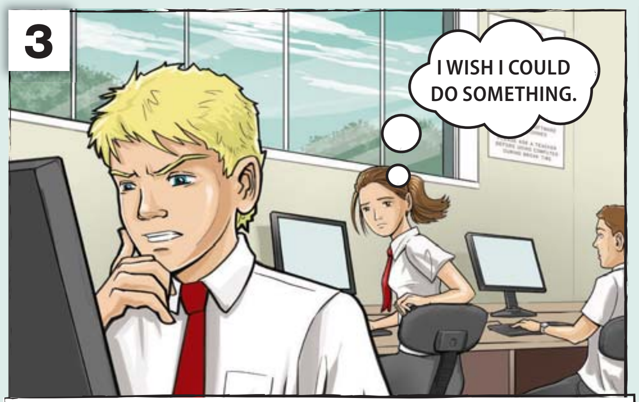
Andy had received the school prize for 'best student'. That wasn't all – the sports teacher had made him captain of the football team, too. When he read the message, he was very upset.

2


HAVE YOU SEEN WHAT THEY'RE SAYING ABOUT YOU ONLINE? IT'S HORRIBLE.
DROP IT, ANNA. I DON'T CARE. I'M FINE.

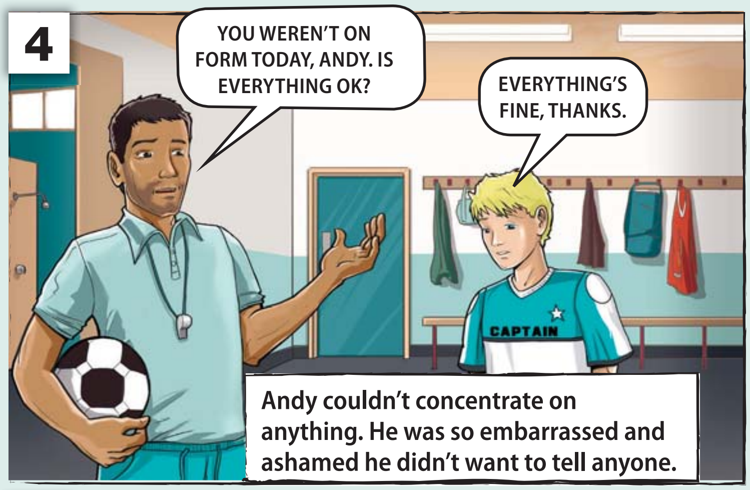
Several people were posting nasty messages online. When his friend Anna tried to discuss it, he told her to leave him alone.

3


I WISH I COULD DO SOMETHING.

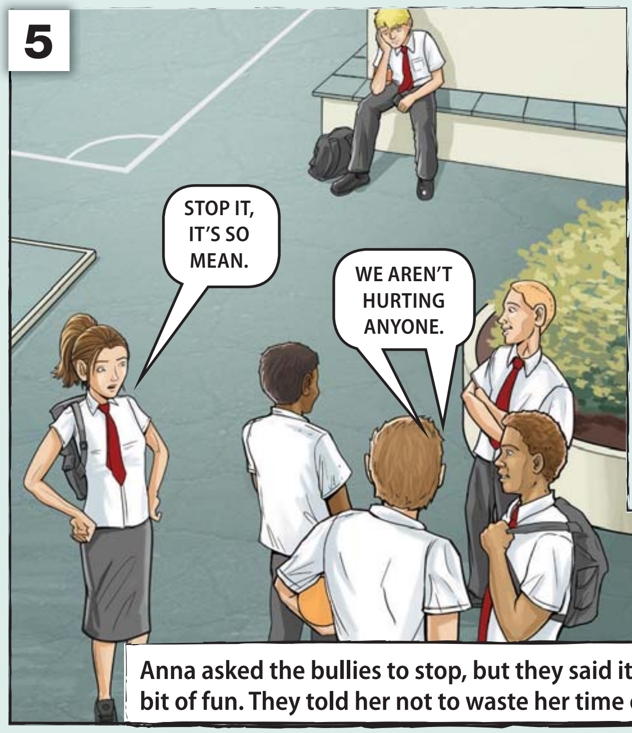
The messages continued. Sometimes Andy replied, but that made it worse. Anna was worried, but what could she do?

4


YOU WEREN'T ON FORM TODAY, ANDY. IS EVERYTHING OK?
EVERYTHING'S FINE, THANKS.
CAPTAIN

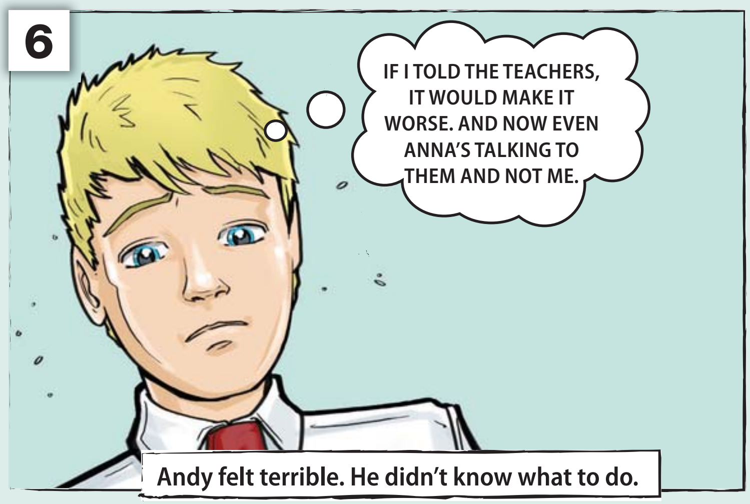
Andy couldn't concentrate on anything. He was so embarrassed and ashamed he didn't want to tell anyone.

5


STOP IT, IT'S SO MEAN.
WE AREN'T HURTING ANYONE.

Anna asked the bullies to stop, but they said it was just a bit of fun. They told her not to waste her time on Andy.

6


IF I TOLD THE TEACHERS, IT WOULD MAKE IT WORSE. AND NOW EVEN ANNA'S TALKING TO THEM AND NOT ME.

Andy felt terrible. He didn't know what to do.

NEW WORDS

- post (*v*)
- nasty
- on form
- concentrate
- ashamed
- bully (*n*)
- a bit of fun
- waste time

Get started

1 **Work in pairs. Say or find out what 'to bully' means. Why do people bully other people? Discuss your ideas, then tell the class.**

Read

2 🎧 8 12 **Listen and read the story. Why was Anna worried?**

Comprehension

3 **Discuss the questions in pairs, then tell the class.**

1 What two things happened just before the messages started?
2 What do you think 'teacher's pet' means?
3 How did Andy react to the first message?
4 What happened when Anna talked to him about the messages?
5 What did Anna do next?

Speak your mind!

SPEAKING TIP: EXPLAIN YOUR IDEAS

Don't just give one word answers. Try to expand them and add a sentence or two to explain your ideas.

Now do Exercise 4.

4 **Work in pairs. Read the advice for Andy and add your own ideas if you wish. Then number the advice from best to worst: 1 = the best.**

☐ Do nothing. The bullies will soon get bored.
☐ Tell a teacher or your parents.
☐ Reply to the messages – be nasty back!
☐ It's simple. Don't go online or use your phone.
☐ Discuss what's happening with your friends.
☐ Your own ideas.

5 **Discuss in pairs. What do you think Andy should (and shouldn't) do?**

A: *I think he should … because …*
B: *I don't agree. I don't think …*

Listen

LISTENING TIP: BE PATIENT

If you don't understand everything, don't worry. Listen for key words, and wait for the next sentences.

Now do Exercise 6.

6 🎧 8 13 **Listen to the conversation, then answer the questions.**

1 What does Andy want to say to Anna?
He wants to say 'sorry'.
2 What is Anna's first suggestion?
3 Why doesn't he think it's a good idea?
4 What does Anna offer to do?
5 Does he accept the offer?

7 🎧 8 14 **Listen to the conversation with Mrs Williams. Tick (✓) what she says.**

1 ☐ It's best to do nothing.
2 ☐ The bullies will start bullying someone else.
3 ☐ They don't understand what they're doing.
4 ☐ Andy should try to make friends with them.
5 ☐ She's going to talk to everyone.
6 ☐ Andy should fight back.

Speak and write

8a **Work in pairs. Read the speech bubbles. Who is speaking and who are they talking to?**

1 I've heard stories about bullying from lots of different people.

Mrs Williams is talking at the meeting to all the students.

2 If it doesn't stop I will call a meeting for all your parents.

3 Do you think she'll tell our parents?

4 Ha ha, she really frightened them. You're a real friend.

5 No problem. I'm glad things are better now.

b **How does the story end? Choose one of the ideas below, or use your own ideas. Add details to the idea and then write the end of the story.**

- One of the bullies apologises and after some time he and Andy become friends.
- Andy and Anna start an anti-bullying campaign at their school.
- Some messages continue and as a result, Mrs Williams punishes some of the students.

8 Language Revision

Grammar (16 marks)

1 Complete the sentences using the second conditional.

0 What kind of TV show *would you be* (you/be) in if *you could* (you/can) choose?

1 How ___ (you/feel) if ___ (you/win) a talent show?

2 If ___ (you/see) an accident, what ___ (you/do)?

3 I ___ (not worry) if ___ (I/be/you).

4 ___ (Rachel/be) annoyed if ___ (I/bring) a friend to her party?

.../8

2 Write sentences starting with *I wish.*

0 It's Monday morning.
I wish it wasn't Monday morning.

1 We have Maths today.

2 The bus is always late.

3 I feel tired.

4 I can't go out tonight.

.../4

3 Complete the sentences with *so* or *such* (*a*/*an*) and the words in the box.

- old • bored • frightening • ~~bad~~ • exciting

0 He was *such a bad* singer that everyone laughed.

1 The film was ___ that I hid behind the sofa.

2 It was ___ TV that it was black and white.

3 I was ___ that I fell asleep.

4 It was ___ show that everyone watched it.

.../4

Vocabulary (12 marks)

4 Choose the correct options.

0 I was [✓ **surprised**] / **surprising** when I saw the birthday cake!

1 The documentary was very **disappointing / disappointed**.

2 I was very **exciting / excited** by the story. You'll love it.

3 It was very **annoyed / annoying** when the train was late.

4 I was **shocked / shocking** when my mobile rang.

.../4

5 Complete the sentences with verbs from the box.

- ~~find~~ • get • give • go • run

0 Look at a dictionary to *find* out the answers.

1 We aren't friends. We don't ___ on.

2 This is too difficult. I ___ up.

3 There isn't much milk. We might ___ out.

4 I'm really tired. I can't ___ on much longer.

.../4

6 Complete the types of TV programmes.

1 soap ___

2 chat ___

3 wild___ programme

4 sit___

.../4

Phrases/Use your English (12 marks)

7 Look at the jumbled conversation. Number the lines in the correct order.

1 a) Fred: Hey guys. How about going to the cinema?

☐ b) Fred: No way! The screen is too small.

☐ c) Ben: What a waste of money! I've got loads of films on my computer.

☐ d) Alex: Come on guys. Let's watch TV. Fred you can get some crisps.

☐ e) Ben: No, it isn't.

☐ f) Fred: Hmm, maybe in a minute.

.../5

8 Complete with phrases from the box.

- What about • why don't • I'd prefer • don't really • I'd rather • ~~Shall we~~ • I don't • We could

A: ^{0} *Shall we* watch a documentary?
B: ^{1}___ fancy that. ^{2}___ to watch a film.
A: ^{3}___ watching *Skyfall*?
B: ^{4}___ not watch that. I ^{5}___ like action films.
A: OK, ^{6}___ you choose something?
B: ^{7}___ watch *The Simpsons*.
A: OK, that sounds good.

.../7

8 15 **LISTEN AND CHECK YOUR SCORE**

Grammar	.../16
Vocabulary	.../12
Phrases/Use your English	.../12
Total	**.../40**

Skills Revision

Read

1 **Read the article about Mark the teenage magician. Complete the factfile with the numbers in the box.**

• 50,000 • ten • eleven • two • ~~seventeen~~ • five

Name: Mark
Age: [1] *seventeen*
Number of Twitter followers: [2] ___
Number of magic awards won: [3] ___
Age of his first performance in the theatre: [4] ___
Age he performed his first magic trick: [5] ___
Number of appearances on TV shows: [6] ___

2 **Read the article again and complete the notes.**

1 Mark likes ___.
2 He would like to see ___ more.
3 Some people aren't nice about ___.
4 If he wasn't a(n) ___ he'd be a(n) ___.

Listen

3 8 16 **Listen to the conversation. Answer true (T), false (F) or doesn't say (DS).**

0 Fred wants his sister to do his homework. *T*
1 Alice's Maths homework is easier than Fred's.
2 Mr Philips told Fred to give him the homework on Tuesday.
3 Fred doesn't look up the answers online.
4 Alice is going to the concert with Belinda.
5 Alice's mum told her not to go out with Gina.

Write

4 **Write a blog entry about your favourite TV programme. Use the notes to help you.**

- name and type of programme
- where and when you can watch it
- the people in the programme
- what happens in the programme
- why you like it

My favourite TV programme is …

THAT'S MAGIC!

Mark Foster is a celebrity magician and he's only seventeen years old. He performed his first trick when he was five years old and was performing in the theatre by the age of eleven. He has appeared in ten TV shows and has performed all over the country. He's also won two magic awards. When I asked him what he liked doing in his spare time he said that he liked sleeping. 'I wish I had more time to see my friends, but I don't.' Foster regularly appears on TV in front of half a million viewers. I asked him if he was afraid of anything and he told me: 'I worry that I might run out of ideas or forget my tricks, but I love being on TV.' Mark has over 50,000 followers on Twitter. He says 'I love my tweets, but some people can be quite rude about my card tricks.' What would Mark be if he wasn't a magician? 'I'd be an artist of some kind. I'm into design and painting.' And after that, he disappeared … !

NOW I CAN		
Read	find information in an article.	☐
Listen	identify the key details in a conversation.	☐
Write	write a blog about a TV programme.	☐

9a You can't afford to buy it.

Grammar Verb with infinitive or gerund
Vocabulary Computer language

Dialogue

1 **Listen and read. Which things would Tom like to buy?**

Comprehension

2 **Answer true (T), false (F) or doesn't say (DS).**

1 Emma prefers laptops to tablets. *T*
2 Tom likes computer games.
3 Emma doesn't like computer shops.
4 Emma likes the games console.
5 Tom's got enough money to buy the games console.
6 Emma says she'll buy the console with Tom.

Phrases

- I know what you mean,
- I'd so like …
- , that's all.
- for a bit
- go halves
- Nice try,

SOLVE IT!

3 **How much is the games console?**

Vocabulary: Computer language

4 **Recall Complete the words. Then check the Word bank on page 112.**

1 *send* an email.
2 o___ an attachment
3 d___e old files
4 ___n___t to the i___t___t
5 protect your PC from v___es
6 d___wn___ d s___f___w___e

Tom: Look at all this cool stuff. What do you think? Which is better, a tablet or a laptop?
Emma: A laptop. I don't really like using touchscreens. I prefer to have a keyboard.
Tom: I know what you mean, but I'd so like a tablet. Come on, let's go in.
Emma: Oh no. Knowing you, you'll decide to test every game in the shop.
Tom: No, I promise not to be long. I fancy trying out some new apps, that's all.
Emma: Well, OK. I don't mind going in for a bit.

…

Emma: Why do you keep staring at that games console, Tom?
Tom: Well, it's so cool. Do you like it?
Emma: Umm, what do you want me to say? Yes, it's great, but look at the price. You can't afford to buy it.
Tom: I could save my pocket money.
Emma: Tom, you get £5 a week. It'll take you thirty weeks.
Tom: We could go halves.
Emma: Nice try, Tom, nice try.

SONIC
Each or 3 for £5
manager
MINIGOLF
DVD's £2 Each or 3 for £5
WCR

5 **Extension Listen and repeat. Then match the sentences (1–6) to words from the box. There are four extra words.**

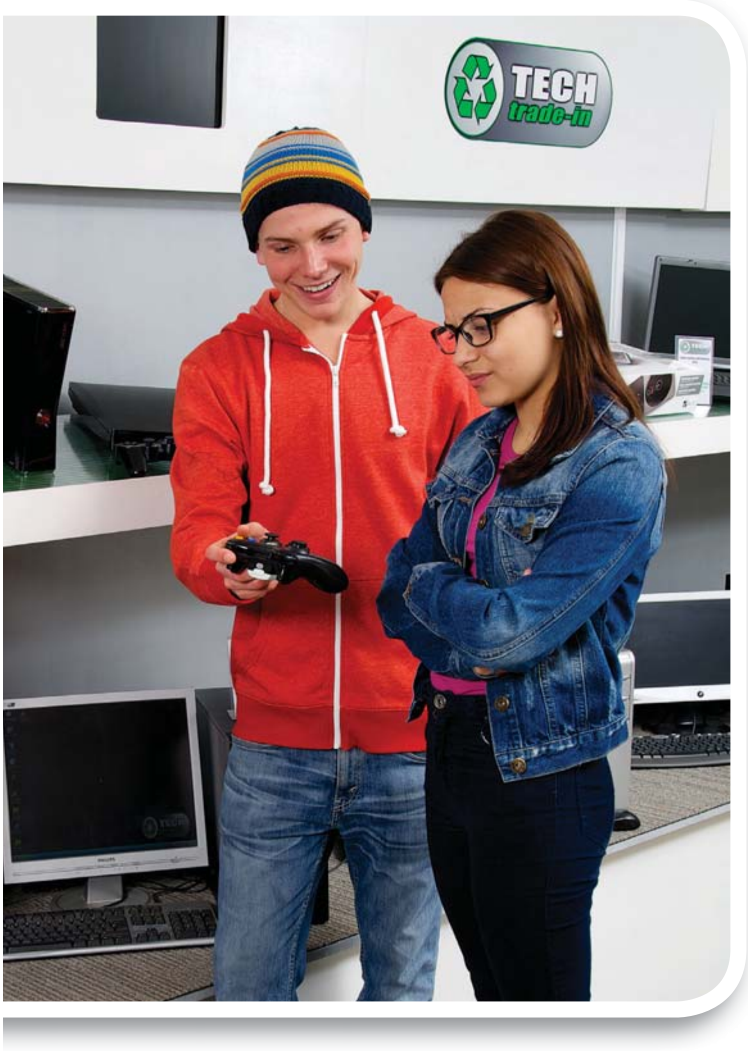
- app (application)
- charge
- games console
- MP3 player
- reboot
- smartphone
- tablet
- touchscreen
- upload
- wi-fi

1 You can connect to the internet with this phone.
smartphone
2 You don't need a mouse – just touch this.
3 This is a small, flat, rectangular computer.
4 This is broadband without wires.
5 If the computer crashes, do this.
6 Do this when your phone needs more power.

Speak

6 **Discuss in pairs or groups. If you could buy one thing from a computer shop, what would you choose? Why?**

I'd buy a smartphone. Then I'd have everything I need, all in one place!
I wouldn't. I'd go for a …



Grammar

Verb with infinitive

You'**ll decide to test** every game in the shop.
I **promise not to be** long.
(can) afford, agree, decide, expect, hope, manage, offer, promise, refuse, seem, want

Note

We can also use a direct object after *want*:
*What do **you want me to** say?*

Verb with gerund

I **fancy trying out** some new apps.
I **don't mind going** in for a bit.
admit, avoid, can't stand, deny, enjoy, fancy, finish, give up, keep, look forward to, not mind, miss, practise, stop, suggest

Note

The verbs *hate, like, love, prefer* and *start* can be followed by either an infinitive or a gerund.

Practice

7 **Complete the sentences with the correct form of the verbs in brackets.**

1 Sam can't stand *playing* (play) football, but he enjoys *watching* (watch) it on TV.
2 Tom always avoids ___ (do) the washing-up and Mum never seems ___ (notice).
3 Dan admitted ___ (ride) the bike without permission, but he denied ___ (damage) it.
4 Jack's friends miss ___ (see) him and they want him ___ (visit) them soon.
5 John promised ___ (call) so I expect ___ (hear) from him soon.
6 I don't mind ___ (get) wet, but Jane refuses ___ (go out) in the rain.

8 **Complete with the correct form of verbs from the box.**

- charge
- download
- give
- look
- solve
- switch
- take
- try
- work

My sister wanted [1]*to download* some apps on to her new smartphone, but the phone kept [2]___ off. I offered [3]___ at it, but I didn't manage [4]___ the problem. After about an hour we gave up [5]___ and my sister decided [6]___ the phone back to the shop. She wanted them [7]___ her money back, but the shop assistant suggested [8]___ the phone for 24 hours. That seemed [9]___ because it's OK now.

Speak and write

9a **Work in pairs. Complete the sentences with infinitives or gerunds. Then tell your partner.**

1 I can't stand *getting up*.
2 I don't mind ___.
3 I've given up ___.
4 I enjoy ___ .
5 I'm looking forward to ___.
6 I hope ___.
7 I expect ___.
8 I miss ___.

b **Write about your partner.**

Rosa can't stand doing the washing-up. She doesn't mind …

Extra practice

For more practice, go to page 110.

9b He had to swim on his back.

Grammar Rules and obligation: *must* and *have to*
Vocabulary Sport (equipment, people and actions)

SUPERMAN!

Have you ever watched (or competed in) a triathlon? If so, you already know that it isn't easy. Competitors have to run, swim and cycle long distances – but that's not all. They mustn't stop between each section and they even have to change their clothes fast (it's part of the race!). They don't have to wear special clothes when they are cycling (some cycle in their wetsuits), but they must put on their helmets before they touch their bikes (if not, they are disqualified).

For American athlete, Joe Salter, that wasn't challenging enough. When he took part in a triathlon in 2012, he decided to juggle at the same time.

First, he swam nearly half a kilometre (he had to swim on his back, of course!). While he was swimming (in the sea, not a pool!), he managed to juggle three balls.

Next, he cycled 26 kilometres. He could only use one hand because he had to hold the handlebar with the other, but he juggled two balls the whole way.

Finally, he ran nearly six and a half kilometres and juggled three balls at the same time.

He only dropped a ball three times. Luckily it happened while he was swimming, so he didn't have to go back for it – it was floating next to him!

Joe crossed the line in just under two hours. Spectators lined the track and cheered. He hadn't won the race, but he'd set a world record for the juggling triathlon (the 'juggathlon'!).

Get started

1 **What is the hardest sport you've ever tried? Did you enjoy it? Why?/Why not?**

Read

2 9 03 **Read the article. What is a 'juggathlon'?**

Comprehension

3 **Choose the correct options.**

1 A triathlon is **three separate races** / [✓ one continuous race].
2 The athletes **have / don't have** a rest after each section.
3 Joe Salter juggled for **all / part** of the triathlon.
4 When he dropped a ball, he **went back / continued.**
5 Joe was **the first across the line / the fastest ever** 'juggathlete'.

Vocabulary: Sport (equipment, people and actions)

4 **Recall Think of sports and say where you play them. Then check the Word bank on page 112.**

A: You play basketball on a court.

5a 9 04 **Extension Listen and repeat.**

Equipment: • ball • basket • bat • glove • goal • helmet • net • racket • (shin) pads • wetsuit

People: • athlete • coach • cyclist • goalkeeper • player • referee • spectator • team • umpire

Actions:
- beat (your opponent/a team)
- hit/kick/throw/pass (the ball)
- play/win/lose/draw (a match)
- score (a goal/point)

b **Choose the correct options.**

1 Yesterday I went to a football match. When United [✓ **scored**] / **won** a brilliant **point / goal**, some **spectators / players** ran on to the **track / pitch** and the **referee / goalkeeper** stopped the game.
2 Anna loves basketball. She was happy when the **umpire / coach** chose her for the **team / court**. She didn't **score / beat** any **points / matches**, but she helped to **win / beat** the match.
3 When the tennis player **beat / won** his opponent, he threw his **bat / racket** on the ground and jumped over the **net / basket**. Then he shook hands with the other player and the **spectator / umpire**.

Grammar

Rules and obligation: *must/have to*	
Obligation	
Present	Past
Competitors **have to run**, **swim** and **cycle** long distances. They **must put** on their helmets.	He **had to swim** on his back.
They **mustn't stop** between each section.	
No obligation	
Present	Past
They **don't have to wear** special clothes.	He **didn't have to go** back.

Note

We often use *must / mustn't* for written rules.

Practice

6 **Complete each gap with one word.**

1 Football referees *mustn't* kick the ball.
2 You ___ have ___ wear goggles at the swimming pool.
3 Basketball players don't ___ to be tall, but they often are.
4 Tennis players ___ use rackets. They ___ throw or kick the ball.
5 In 2012, a Polish football match ___ to stop because of a cow on the pitch.
6 Before 2003, cyclists in the Tour de France didn't ___ to wear helmets.

7 **Tick (✓) the sentences that are true and correct the ones that are false. Sometimes there are two correct answers.**

1 ☒ Train passengers mustn't buy a ticket.
Train passengers must/have to buy tickets.
2 ☑ Before mobile phones, people had to use landlines.
3 ☐ When traffic lights turn red, you don't have to stop.
4 ☐ You have to text your friends in class.
5 ☐ A hundred years ago, drivers didn't have to take a test.
6 ☐ Teachers have to wear uniforms.

Listen

8 9 05 **Listen to Harry and Cathy. Complete the description of Harry's new game.**

The game is ^{1}*ice-skating* and ^{2}___ together. Players have to ^{3}___ round the table and they have to ^{4}___ over the net at the same time. They mustn't ^{5}___. They have to score ^{6}___ to win. The game is called ^{7}___.

Write

9 **Now invent your own sport. Put two sports or activities together and write a description of it. Then give it a name.**

My new sport is called … It's …

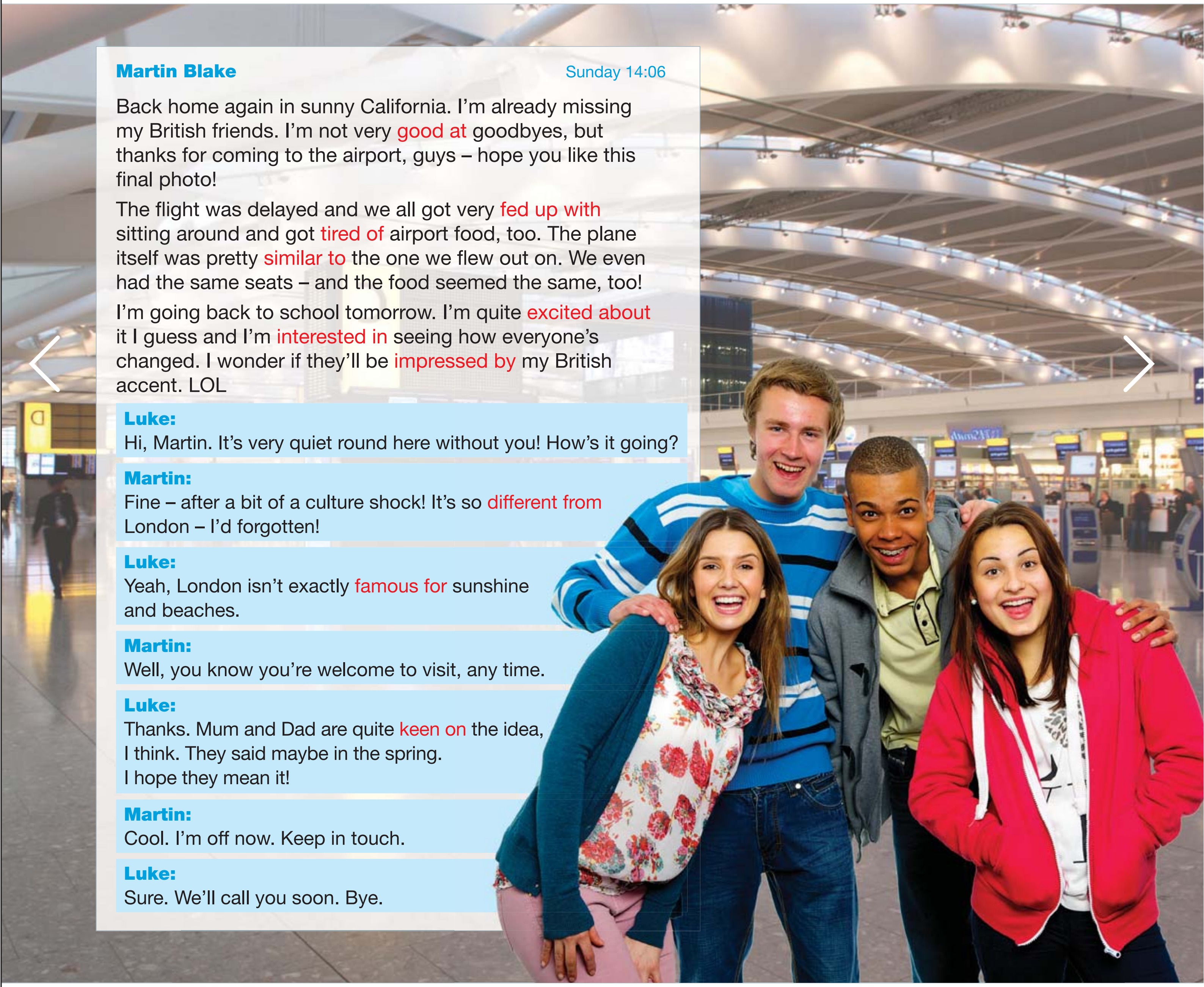
Extra practice

➡ **For more practice, go to page 110.**

9c It's so different from London.

Grammar and vocabulary Adjectives with prepositions

Function Say goodbye



Martin Blake Sunday 14:06

Back home again in sunny California. I'm already missing my British friends. I'm not very good at goodbyes, but thanks for coming to the airport, guys – hope you like this final photo!

The flight was delayed and we all got very fed up with sitting around and got tired of airport food, too. The plane itself was pretty similar to the one we flew out on. We even had the same seats – and the food seemed the same, too!

I'm going back to school tomorrow. I'm quite excited about it I guess and I'm interested in seeing how everyone's changed. I wonder if they'll be impressed by my British accent. LOL

Luke:
Hi, Martin. It's very quiet round here without you! How's it going?

Martin:
Fine – after a bit of a culture shock! It's so different from London – I'd forgotten!

Luke:
Yeah, London isn't exactly famous for sunshine and beaches.

Martin:
Well, you know you're welcome to visit, any time.

Luke:
Thanks. Mum and Dad are quite keen on the idea, I think. They said maybe in the spring. I hope they mean it!

Martin:
Cool. I'm off now. Keep in touch.

Luke:
Sure. We'll call you soon. Bye.

Get started

1 **Which do you prefer, going away on holiday or coming home again? Why? Tell your partner.**

Read

2 9 06 **Listen and read Martin's webpage. What might happen next spring?**

Comprehension

3 **Discuss the questions in pairs.**

1 Who said goodbye to Martin at the airport? How do you know?
2 How did Martin and his family feel at the airport? Why?
3 What is Martin looking forward to? What does he think his friends will notice?
4 What does Martin say about the place where he lives? What does Luke know about it?
5 Does Luke want to visit Martin? How do you know?

Grammar and vocabulary

Adjectives with prepositions

I'm not very **good at** goodbyes.
We all got very **fed up with** sitting around.
It's so **different from** London.

Note

The preposition is followed by a noun or pronoun or the -*ing* form of the verb.

Practice

4 **Complete the table with the correct prepositions. Use the webpage in Exercise 2 to help you.**

¹good/bad/surprised	+	*at*
²fed up/bored/angry/annoyed		
³tired/scared/frightened/proud		
⁴similar		
⁵excited/upset/worried		
⁶interested		
⁷impressed		
⁸different		
⁹famous/responsible		
¹⁰keen		

5 **Complete the sentences with the words from the box and the correct preposition.**

- bored • different • interested
- responsible • scared • similar • surprised
- upset

1 Kate's phone is *similar to* mine – they're almost the same.
2 I have to do some housework. I'm ___ the washing-up.
3 Ella isn't very happy. She's just had her exam results and she's ___ failing them.
4 We weren't expecting to win. We were ___ the result.
5 Jack isn't like his brother at all. He's completely ___ him.
6 Help! There's a spider! I'm really ___ them!
7 John's got lots of books about planes. He's very ___ flying.
8 Let's watch a different programme. I'm getting a bit ___ this one.

Speak

6 **Talk about you. Choose five words from the box and make true sentences about you. Then tell your partner.**

- bad • bored • fascinated • fed up
- good • interested • keen • proud • tired
- worried

I'm interested in old films.

Pronunciation: Linking sounds

quite‿excited‿about‿it

7 9 07 **Go to page 117.**

Use your English: Say goodbye

8 9 08 **Listen and repeat. Then practise the conversation in pairs.**

A: Have a good trip. We'll miss you.
B: Thanks. I'll miss you, too.
A: Let us know when you get there.
B: Sure. Thanks again for everything.
A: See you again soon, I hope. Take care.
B: You too. Bye, then. See you soon.

Say goodbye	
Parting remarks	**Responses**
Have a good/safe trip! Have a great time!	Thank you./Thanks.
Take care./Look after yourself.	I will. You, too.
Let us know when you get there.	Sure./I will.
Don't forget to call/text/keep in touch.	No, I won't.
See you soon!	Yes, I hope so./See you.

9 **Now practise similar conversations in pairs.**

Extra practice

For more practice, go to page 110.

9d Sporting passions

SKILLS FOCUS: READING

ACROSS **CULTURES**

Learn about some different sports!

We all know something about football, the big teams, the famous players, but there are other sports! In different parts of the world people get excited about watching games that you might not know.

Ireland

Did you know that hurling is the national game in Ireland and is the fastest game on grass? It's over 3,000 years old so it must be good. And it's dangerous, too! You have to wear a helmet unless you want a nasty knock on the head. You play it with a wooden stick called a 'hurley' and in a team of fifteen incredibly fast players. You can hit the ball with your hand or the stick, but you mustn't hold the ball in your hand for more than four steps. The women's version is called 'camogie'.

West Indies

The West Indies cricket team has players from fifteen Caribbean nations and they are all crazy about the game. Cricket is a bat and ball game played by two teams of eleven players. One team bats the ball and tries to score as many runs as possible. The other team bowls and fields, trying to get the batsmen out. Some bowlers can bowl the ball at a speed of 100 miles per hour. You need a lot of spare time to watch cricket because it's a slow game and can take five days to play!

Get started

1 **What sports are popular in your country? Do you have a national sport?**

Read

READING TIP: HOW TO UNDERSTAND WRITER PURPOSE

Texts can have different purposes. The writer uses a text to do one of three things:

1 to explain facts
2 to tell a story
3 to give opinions about something

When you read a text decide which one of these three purposes is the writer's main aim. Now do Exercise 2.

2 9 09 **Read the article and decide which sentence (1–3) describes the writer's purpose.**

1 To express an opinion about sports using words such as *'love, like, can't stand'*.
2 To give information using lots of facts and figures.
3 To tell a story using past tenses, descriptions and dramatic expressions.

Canada

The national Canadian summer sport is lacrosse which is similar to hockey. But it's different from hockey because the stick has a net at the end to hold the ball and it's a much more dangerous game! In the men's game you must wear a lot of protective gear: gloves, shoulder pads, helmets and a rib guard. 200 years ago it was a Native American warrior game played in teams of hundreds of players – today it's played in teams of ten, but it's still a game for warriors!

NEW WORDS

- grass • knock • stick • step • bat
- bowl • field • get someone out • batsman
- bowler • spare time • protective (sports) gear
- rib guard

Comprehension

3 **Read the article again. Complete the sentences with hurling (H), lacrosse (L) or cricket (C) .**

1 *L* is similar to hockey.
2 ___ is played with teams of eleven people.
3 ___ is thousands of years old.
4 ___ was first played by Native Americans.
5 ___ is the quickest moving outdoor field sport.
6 ___ isn't a fast game and can take a few days to play.

Speak

4 **Answer the questions.**

1 Would you like to play any of the sports in the article? Which ones would you prefer to watch?
2 In general, which sports:
  a) are the most dangerous?
  b) are the most difficult to learn?
  c) are the most boring?
  d) have the fittest athletes?
  e) have the most expensive kit?
  f) have the highest paid players?

Listen

5 9 10 **Listen to Hailey and Josh talking about a school project. Choose the correct options.**

1 Cricket was first played in England in the ___.
  a) twentieth century [✓ b)] sixteenth century
  c) fifteenth century
2 Today cricket is played in ___ countries.
  a) 6 b) 150 c) 100
3 The 'Ashes' is ___.
  a) a type of cricket b) a famous competition
  c) the first cricket game in 1882
4 The batsman tries to ___.
  a) hit the wickets b) jump over the wickets
  c) run between the wickets
5 Hailey ___ gets fed up with watching cricket.
  a) never b) usually c) sometimes
6 Hailey's going to see England against ___.
  a) the West Indies b) New Zealand c) India

Project

6 **Write a fact sheet about a team sport you don't know much about (e.g. beach volleyball or ice hockey). Answer the questions. Download useful images and links to videos from the internet.**

- What is the history of the sport?
- Where in the world is this sport popular?
- What is the objective of the game?
- How is the game played?
- Do you need any special equipment?

Beach volleyball was first played in California …

9e Looking back

SKILLS FOCUS: WRITING A DISCURSIVE TEXT

Get ready to write

1 **Read the essay. What was Jackie's favourite part of the school year? What was her least favourite part?**

2 **Answer true (T), false (F) or doesn't say (DS).**

1 Jackie liked the British Museum. *T*
2 She visited lots of different rooms there.
3 She loves all sport.
4 She passed her exams.
5 They're going to have a party.

WRITING TIP: CONTRAST LINKERS
although* and *however

Although and *however* have the same meaning as *but*. Notice the punctuation.

Although links two clauses to make one sentence.

Although *we've had a lot of work this year, I've enjoyed being in Year 10.*

Although *I'm not very good at it, it's now my favourite sport.*

However, followed by a comma, introduces the new idea in a second sentence.

However*, it was such a nice feeling when they were over that it was almost worth it!*

Now do Exercise 3.

3a **Complete the sentences with *although* or *however*.**

1 *Although* I enjoy school, I don't like doing exams.
2 I didn't get a part in the school play. ___, I helped behind the scenes.
3 Tomas isn't very good at sport. ___, he loves playing basketball.
4 ___ we usually walk to school, we caught the bus today.
5 ___ I like History, my favourite subject is Art.

b **Work in pairs. Say the sentences in Exercise 3a in different ways, using *although* or *however*.**

I enjoy school. However, I don't like doing exams.

My school year

by Jackie Roberts

Although we've had a lot of work this year, I've enjoyed being in Year 10. The highlight for me was our class trip to the British Museum. I'd never been there before and I thought it was amazing. I only saw the Ancient Egypt part but I definitely want to go back soon and explore some more.

I started playing hockey this year. Although I'm not very good at it, it's now my favourite sport. I'm going to carry on with it next year, I hope.

Of course not everything has been great. The worst part was exam time. This year the exams were really hard. However, it was such a nice feeling when they were over that it was almost worth it.

It's been a good year, but I'm looking forward to the last day of term. We're planning a party. Everyone will bring something to eat and we'll play music, dance and play some games, too. It'll be fun and then we'll be on holiday!

4a **Think back over your school year. Make notes about the things that you enjoyed and didn't enjoy. Use the ideas in the box or your own ideas.**

- exams
- trips
- subjects
- friends
- illness
- holidays
- parties
- sport
- concerts, plays, etc

b **Read the essay in Exercise 1 again, then write your own essay: *My school year.* Use *although* and *however* where possible.**

- Say what you've enjoyed the most.
- Say what you've enjoyed the least.
- Say what you're looking forward to in the future.

9 Language Revision

Grammar (20 marks)

1 Choose the correct options.

0 I fancy [✓ **trying**] / **to try** out a new computer game.
1 She can't stand **listening / to listen** to rock music.
2 Dan refused **to do / doing** his homework.
3 We managed **arriving / to arrive** on time.
4 He denied **stealing / to steal** the money.
5 I suggested **to go / going** to the cinema.
6 You promised **not to tell / not telling** my mum.
7 I can't afford **to buy / buying** a new bike.
8 Jane enjoyed **to eat / eating** the pizza.

…/8

2 Complete the sentences with *mustn't* or the correct form of *have to*.

0 You *mustn't* take food into a swimming pool.
1 You ___ pay for the ticket. It's free!
2 Police officers usually ___ wear uniforms.
3 John ___ get up early on Saturdays to go to work.
4 You ___ ride your bike at night without lights.
5 We can buy lunch at school so we ___ take sandwiches.
6 Jack's finished his exams so he ___ do any homework.

…/6

3 Rewrite the sentences. Use the adjectives in brackets and the correct preposition.

0 Prices in the USA and in the UK are not the same. (different)
Prices in the USA are different from prices in the UK.
1 We were not happy, because of the rain. (fed up)
2 I don't want to listen to this music. (tired)
3 David thinks he might fail his Maths exam. (worried)
4 Kyle is the person who does the cooking. (responsible)
5 Your laptop is like mine. (similar)
6 I think snakes are scary. (scared)

…/6

Vocabulary (9 marks)

4 Match the verbs (0–4) to the phrases (a–e).

0 – d

0 download
1 connect
2 delete
3 protect
4 send

a) files you don't want
b) your computer from viruses
c) an email
d) software
e) to the internet

…/4

5 Circle the word that is different.

0 basket ball [✓ referee] goal
1 draw cyclist goalkeeper player
2 helmet glove racket spectator
3 athlete pass umpire team
4 win lose score coach
5 (shin)pads bat hit net

…/5

Phrases/Use your English (11 marks)

6 Complete with phrases from the box.

- I know what you mean.
- Nice try,
- ~~I'd so like~~
- that's all.
- go halves.

A: ^{0}*I'd so like* to go to the match, but the tickets are really expensive!
B: ^{1}___ But, I know how to get some cheap tickets.
A: Knowing you, that doesn't surprise me!
B: I just have to make a few calls, ^{2}___ We can ^{3}___
A: ^{4}___ but I'd rather watch it on TV!

…/4

7 Complete with words from the box.

- trip
- will
- forget
- too
- ~~yourself~~
- touch
- won't
- soon

A: Look after ^{0}*yourself*.
B: I ^{1}___. You, ^{2}___.
C: I wish I was going on holiday. Have a safe ^{3}___.
D: Thanks. See you ^{4}___.
E: Don't ^{5}___ to keep in ^{6}___.
F: I ^{7}___.

…/7

LISTEN AND CHECK YOUR SCORE	
Grammar	…/20
Vocabulary	…/9
Phrases/Use your English	…/11
Total	**…/40**

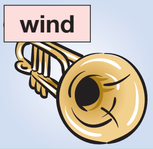
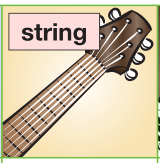
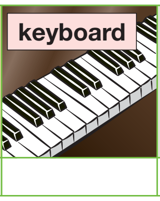
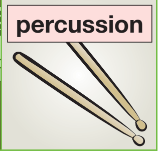
Extra practice

Unit 1

Lesson 1a

1 Put the instruments in the correct lists.

- ~~cello~~ • clarinet • drums • flute • keyboard
- piano • saxophone • trumpet • violin

wind	string	keyboard	percussion
			
	cello		

2 Choose the correct options.

1 A: What are you planning for the summer?
B: **We'll / [✓ 're going to]** go camping.
2 A: The sky is very dark.
B: Yes, it**'ll / 's going to** rain.
3 A: I like that T-shirt.
B: **Will you / Are you going to** buy it?
4 A: Let's have lunch.
B: OK, **I'll / 'm going to** see what's in the fridge.
5 A: Where are they going?
B: The cinema. They**'ll see / 're going to see** *Mr Bean*.
6 A: I need some help with my homework.
B: Why don't you ask Tim? I'm sure he**'ll / 's going to** help you.

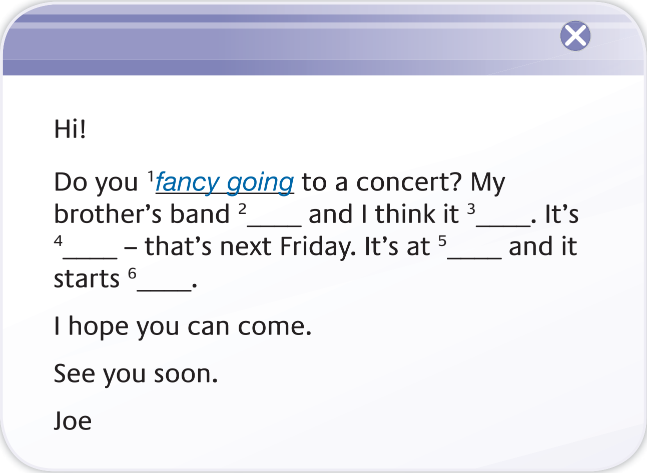
Lesson 1b

1 Tick (✓) the correct sentences. Correct the wrong ones. Use *going to* or *will*.

1 Have a look in my diary. What time **is Sarah arriving**? ✓
2 You need a warm coat. ~~**It's snowing**~~ later.
It's going to snow.
3 Maths is so hard! **I'm probably failing** the exam next week.
4 I don't like that kind of film. **I'm not going** to the cinema.
5 Don't run across the road. **You're having** an accident.
6 I like John. **Is he coming** to your party?
7 Go to bed early. **You're feeling** better tomorrow.
8 Sheena is training hard. She**'s cycling** in a competition next week.

2 Complete with phrases from the box.

- is playing • at eight o'clock • 'll be good
- ~~fancy going~~ • on 3rd November
- the youth club



Hi!

Do you [1]*fancy going* to a concert? My brother's band [2]____ and I think it [3]____. It's [4]____ – that's next Friday. It's at [5]____ and it starts [6]____.

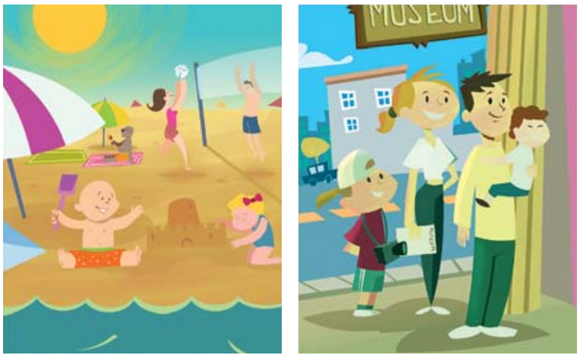
I hope you can come.

See you soon.

Joe

Lesson 1c

1a Write sentences to compare these things. Use the adjectives in brackets and your opinions.



1 a day at the beach/a day in a city (relaxing, exciting)
A day at the beach is much more relaxing than a day in a city, but it isn't as exciting.
2 a pizza/a salad (expensive, healthy)
3 a bicycle/a car (cheap, comfortable)
4 English/my language (difficult, beautiful)

b Write your opinions with the superlative form of the adjectives in brackets.

1 school subject (easy, interesting)
Maths is the easiest subject and Geography is the most interesting.
2 animal (intelligent, friendly)
3 day of the week (good, bad)
4 food (delicious, cheap)

Unit 2

Lesson 2a

1 Read the situations and write sentences. Use the present perfect simple and *just*, *yet*, *already* or *never*.

1 Jack's nervous about his trip to London. (go/to the UK before)
He's never been to the UK before.
2 John's room looks great. (tidy/it)
3 Emma isn't going to the cinema with her friends. (see/the film twice)
4 Rosie is going to be late for school. (not wake up)
5 My parents are relaxing in the sitting room. (get/home from work)
6 I'm very hungry. (not have/breakfast)
7 John doesn't need to borrow that book. (read/it)
8 The children on the beach are very excited. (see/the sea before)

Lesson 2b

1 Complete the sentences with relationship words and phrases.

1 Steve is my friend. I *get* *on* well with him.
2 My brother is going ____ ____ a really nice girl.
3 They don't look happy. I think they're having an ____.
4 Ben isn't her boyfriend now. They ____ ____ last week.
5 Jane is very happy these days. I think she has fallen ____ ____ ____ somebody!
6 They were married for ten years, but then they got ____.

2 Complete the conversations. Use the past simple or present perfect simple form of the verbs, or short answers.

meet
A: ^{1}*Have you ever met* (you/ever) a famous person?
B: Yes, I ^{2}____. About ten years ago, I ^{3}____ Paul McCartney!
A: Where ^{4}____ (you) him?
B: In a music shop.

break
A: ^{5}____ (you/ever) a bone?
B: Yes, I ^{6}____. I ^{7}____ my toe last year.
A: How ^{8}____ (you) it?
B: I was playing football, in the wrong shoes.

Lesson 2c

1a Complete the sentences with *who*, *which*, *where* or *whose*.

1 Luke is a man *who* doesn't often get angry.
2 I've just seen the film ____ you told me about.
3 I don't believe the stories ____ my brother tells.
4 I'd like to live in a place ____ it never rains.
5 She's the girl ____ father was on TV last night.
6 Where's the CD ____ we were listening to?
7 I'm going to invite the people ____ I like.
8 Here's somebody ____ wants to speak to you.
9 They are the boys ____ I met at the youth club.
10 This is the house ____ my grandmother lives.

b Which sentences don't need a relative pronoun? Write the new sentences.

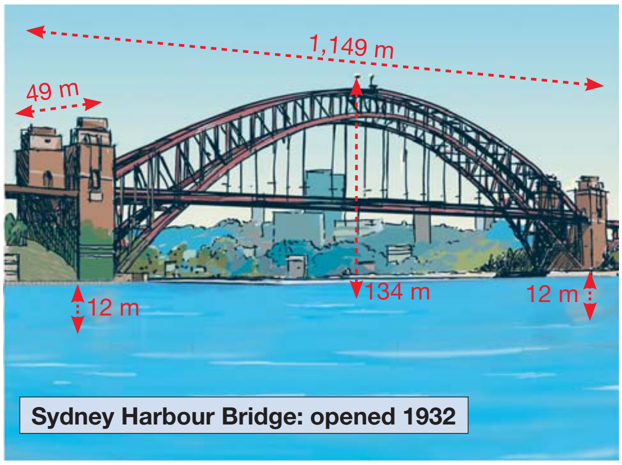
2 I've just seen the film you told me about.

Unit 3

Lesson 3a

1 Look at the information. Then complete the conversation with the words from the box.

- deep
- depth
- height
- high
- length
- long
- ~~old~~
- wide
- width



Sydney Harbour Bridge: opened 1932

A: How ^{1}*old* is the Sydney Harbour Bridge?
B: No idea! Let's look on the internet. … Well, it opened in 1932.
A: OK, and how ^{2}___ is it?
B: Its ^{3}___ is 1,149 metres.
A: Right. What about its ^{4}___ ?
B: It says here the bridge is 134 metres ^{5}___.
A: Great. And how ^{6}___ is it?
B: Its ^{7}___ is 49 metres.
A: I need to know the ^{8}___ of the water, too.
B: It's twelve metres ^{9}___ at both ends of the bridge.

2 **Read the situations and write sentences with *too … to* or *(not) … enough to*.**

1 I'm tired. I can't stay awake for the film.
I'm too tired to stay awake for the film.

2 It's cold. Don't go out without a coat.
3 I don't get up early. I never catch the bus.
4 We were late. We didn't get tickets.
5 He is clever. He understands the problem.
6 He isn't very old. He doesn't go to school.

Lesson 3b

1 **Look at the map on page 34 and write directions.**

1 Go left out of the tourist information centre and go along Princess Street. The supermarket is on the left, it's opposite the music shop.

from	to
1 the tourist information centre	the supermarket
2 the library	the park
3 the cinema	the sports centre
4 the pharmacy	the art gallery

Lesson 3c

1 **Read the situations and write sentences with *there is/are* and *too many/much* or *not enough*.**

1 This party is awful. (noisy people)
There are too many noisy people.

2 I'm going to the shops. (food)
3 This road is always very busy. (cars)
4 I don't understand. (information)
5 We can't sit down. (chairs)
6 The streets are dirty. (rubbish)

2 **Complete the sentences with *some/any/no/every* and *one/thing/body/where*.**

1 I don't know *anybody* who lives in London.
2 Oh no! I've dropped my glass. There's milk ____.
3 Listen! ____ is calling your name!
4 Tom is very popular, ____ likes him.
5 I can't find my mobile ____.
6 They've all gone out. There's ____ at home.
7 Let's find ____ peaceful for our picnic.
8 Ouch! There's ____ in my eye!

Unit 4

Lesson 4a

1 **Complete the sentences so that they mean the same.**

1 I haven't seen Jim since 10 a.m. It's 12 p.m. now.
I *haven't seen Jim for* two hours.

2 We moved here in 2009 and we still live here.
We ____ 2009.
3 The last time we saw them was in July.
We ____ July.
4 They first met when they were at primary school.
They have known each other ____.
5 They got married in 1990 and they are still married.
They ____ years.
6 He went to sleep ten hours ago. He's still asleep.
He ____ ten hours.

2 **Complete the sentences with *make* or *do*. Then match the statements (1–5) to the replies (a–e).**

1 – d

1 You need to be smart. A good haircut will *make* a difference.
2 I'm really nervous! I don't want to ____ a mistake.
3 Dad has asked me to ____ some work for him. I'm going to paint the door.
4 When are you going to ____ the shopping?
5 Which subjects are you going to ____ next year?

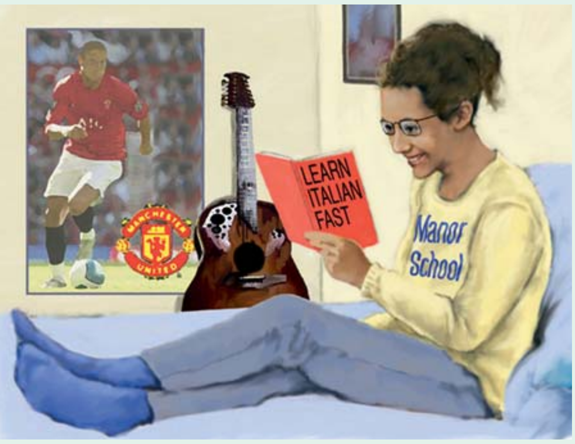
a) You'll be fine. Just ____ your best.
b) Later. I have to ____ my homework now.
c) I'm not sure. I can't ____ a decision!
d) You're right. I'll ____ an appointment at the hairdresser.
e) OK, but please don't ____ a mess.

Lesson 4b

1 **Look at the picture and information. Then write sentences about Gina. Use the present perfect continuous form of the verbs in the box and *for* or *since*.**

- support • ~~learn~~ • go • wear • play

1 Gina has been learning Italian for a year.



1 first Italian lesson: a year ago
2 started playing the guitar: age fourteen
3 started wearing glasses: three years ago
4 first day at Manor School: age eleven
5 became Manchester United supporter: five years ago

Lesson 4c

1 **Ryan is talking to his grandfather. Complete the conversation with the correct form of *used to* or short answers.**

Ryan: Where ^{1}*did you use to go* (you/go) to school?
Grandfather: In London. I ^{2}____ (travel) to school by bus. We ^{3}____ (not have) a car. We ^{4}____ (go) by bus or Tube, or we ^{5}____ (walk).
Ryan: I suppose you ^{6}____ (not use) computers at work, either.
Grandfather: You're right. I saw my first computer when I was about thirty!
Ryan: ^{7}____ (you/have) a TV?
Grandfather: Yes, we ^{8}____. I'm not 100, you know!

2 **Look at the responses and complete the conversations with the correct form of the verbs.**

1 **A:** *I didn't go out* (not go out) last weekend.
B: Didn't you? How boring!
2 **A:** ____ (win) £2,000 in a competition.
B: Has she? How exciting!
3 **A:** ____ (break up).
B: Have they? How sad!
4 **A:** ____ (not go) to school tomorrow.
B: Aren't you? How nice!
5 **A:** ____ (not tell) us his name.
B: Hasn't he? How strange!
6 **A:** ____ (not be) a very good match.
B: Wasn't it? How annoying!

Unit 5

Lesson 5a

1 **Complete the text with the present simple passive form of the verbs in the box.**

- dry • grow • ~~make~~ • mix • put (x 2) • remove • roast • send

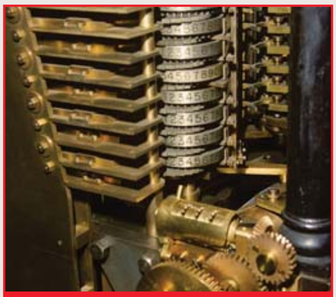
HOW FAIRTRADE CHOCOLATE IS MADE

Chocolate ^{1}*is made* from cocoa beans. The beans ^{2}____ in parts of Africa, Asia and Central and South America. They ^{3}____ in the sun and then they ^{4}____ in bags and ^{5}____ to factories across the world. In the factories, the beans ^{6}____ in big ovens. Then they ^{7}____ in machines and a liquid ^{8}____ from the beans. This liquid ^{9}____ with different ingredients to make chocolate.

2 **Complete the magazine interview with the past passive form of the verbs.**

Ask the expert

COMPUTERS


Mechanical Babbage computer

Q Who ^{1}*were computers invented by* (computers/ invent by)?

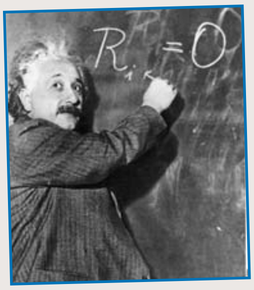
A Computers ^{2}____ (not invent by) one person. One early invention was a machine that could count. It ^{3}____ (design by) Charles Babbage, in 1830. Another important invention was the typewriter. The first one ^{4}____ (make) in 1867, by three Americans.

Q When ^{5}____ (the first computer/build)?

A The first 'general' computer ^{6}____ (build) in the USA in 1943. It was enormous. In fact, it filled a whole room!

Lesson 5b

1 **Complete the text about Albert Einstein with the correct form of *could* or *was able to*. (Sometimes there is more than one correct answer.)**



When Albert Einstein was a child, his family did not think he was extra clever. In fact, they were worried because the young Albert ^{1}*couldn't/ wasn't able to* (not) speak until he was about three.

At school, Albert didn't get very good marks, but he taught himself Maths and Physics at home. The young Einstein ^{2}____ speak two languages (German and English), but he ^{3}____ (not) write very well. His spelling was terrible!

Einstein ^{4}____ (not) go to university because he failed the entrance exams. However, he wrote some brilliant articles about Physics. In 1905, a magazine published the articles and the university of Zurich offered him a job. At last he ^{5}____ go to university!

Lesson 5c

1 **Complete the text with the clauses in the box.**

a) whose first language is Portuguese
b) where millions of tourists go every year
c) which means 'January River'
d) ~~who were Portuguese~~
e) where they were able to leave their ships safely

Rio de Janeiro

In January 1502, some ships arrived on the coast of Brazil, and the sailors, ^{1}*d* , saw an amazing sight. There was an enormous harbour, ^{2}__. They called the harbour 'Rio de Janeiro', ^{3}__, because they thought it was the end of a river.

After that, many Europeans followed and a city grew up around the harbour. These days it is a beautiful place, ^{4}__. Many of the citizens, ^{5}__, are descended from those early explorers.

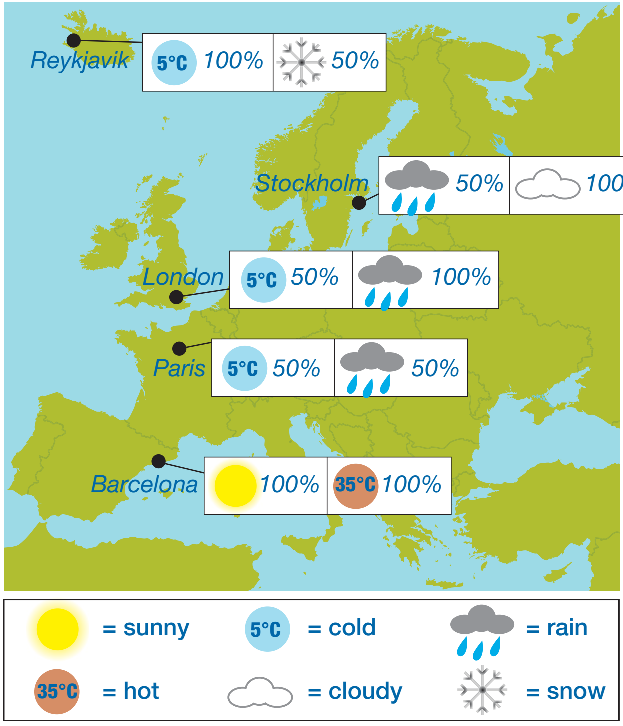
2 **Complete the conversation.**

A: Are you watching TV again? I ^{1}*think* we spend too much time in front of the TV.
B: I know what you ^{2}____, but some programmes are really good.
A: Yes, you're ^{3}____, but most of them are awful.
B: I ^{4}____, there's a lot of bad stuff on TV, but it is a good way to relax.
A: Yes, that's ^{5}____. But in my ^{6}____, it's usually a waste of time.
B: You're ^{7}____, but I'll still watch it!

Unit 6

Lesson 6a

1 **Look at the weather map. Then write sentences. Say what you will/won't take and say why, using *will*, *won't*, *may* or *might*. (50% = *may/might*, 100% = *will/won't*)**



1 I'm going to Stockholm. (raincoat, sun hat)
I'll take a raincoat because it might rain. I won't take a sun hat because it'll be cloudy.
2 She's going to Barcelona. (sunglasses, jumper)
3 They're going to London. (jumpers, sandals)
4 We're going to Paris. (jumpers, umbrellas)
5 He's going to Reykjavik. (warm coat, skis)

2 **Complete the conversations.**

A: I'm sorry, I've forgotten your book. ^{1}*Shall* I go home and get it?
B: ^{2}____ worry, it's OK. I don't need it today.
A: OK, thanks. I promise I ^{3}____ forget it tomorrow.

A: I'm worried about the Science exam.
B: You'll ^{4}____ fine.
A: But I can't remember anything.
B: ^{5}____ you like ^{6}____ to come and revise with you tonight?
A: No, thanks, there's ^{7}____ need. My sister's going to help me.

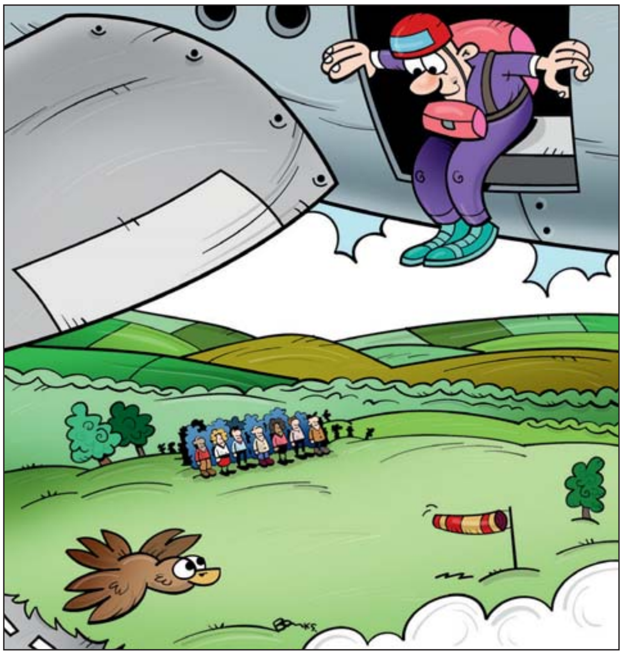
Lesson 6b

1 **Complete the sentences with the opposite of the adjectives in the box. Use *un-*, *in-* or *im-*.**

• interesting • experienced • formal • usual
• ~~dependent~~ • necessary • patient • possible

1 When Jack left home and got a job, he became *independent*.
2 Don't read this book, it's really ____.
3 Nobody can do this puzzle, I think it's ____.
4 Katie is sometimes ____ with the children and shouts at them.
5 It's very ____ to have snow in May.
6 Don't bring any money. It's ____.
7 She started her new job last week so she's still really ____.
8 He always wears ____ clothes, like T-shirts.

2 **Jim is going to do a parachute jump at an air show. Make sentences. Then number them in the correct order.**



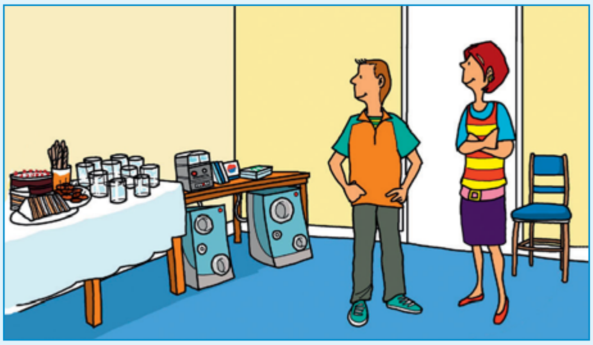
1 – c When he's ready, he'll jump out of the plane.

a) as soon as he jump he start counting to ten
b) if the first parachute not work he open the second parachute
c) when he be ready he jump out of the plane
d) as soon as he land the crowd cheer
e) when he get to ten he open his parachute
f) he land in a field unless he be unlucky

Lesson 6c

1 **Complete the story with the past simple or past perfect form of the verbs.**

Jamie and Ella were ready for their party. They ^{1}*had prepared* (prepare) everything and now they were waiting for their guests. They ^{2}____ (be) very excited. An hour later, they were not so happy. Their guests ^{3}____ (not arrive) and nobody ^{4}____ (phone). 'What has happened?' they ^{5}____ (wonder). Then they ^{6}____ (think) of something awful. They ^{7}____ (look) in Jamie's backpack and ^{8}____ (find) the invitations. They ^{9}____ (not post) them!



2 **Put the adjectives in the correct order to make one sentence.**

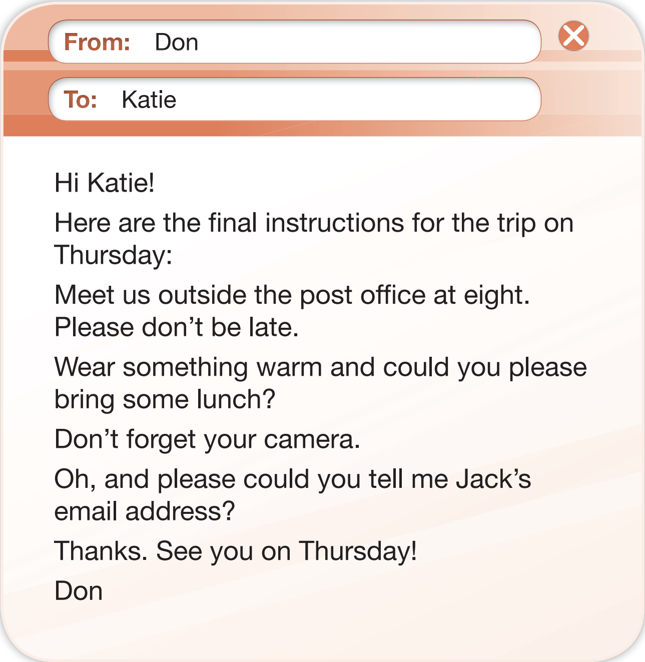
1 It's a beautiful bag. It's blue and it's little.
It's a beautiful little blue bag.
2 It's an oval mirror. It's large and it's gold.
3 They are white teeth. They are long and dangerous.
4 It's a small house. It's wooden and it's very old.
5 They are French cakes. They are pink and delicious.
6 It's a black insect. It's big and scary.

Unit 7

Lesson 7a

1 **Find six requests or commands in the email. Then report them using *tell* or *ask*.**

1 Don told Katie to meet them outside the post office at eight.



From: Don

To: Katie

Hi Katie!

Here are the final instructions for the trip on Thursday:

Meet us outside the post office at eight. Please don't be late.

Wear something warm and could you please bring some lunch?

Don't forget your camera.

Oh, and please could you tell me Jack's email address?

Thanks. See you on Thursday!

Don

Lesson 7b

1 **Write what the girl says in reported speech.**

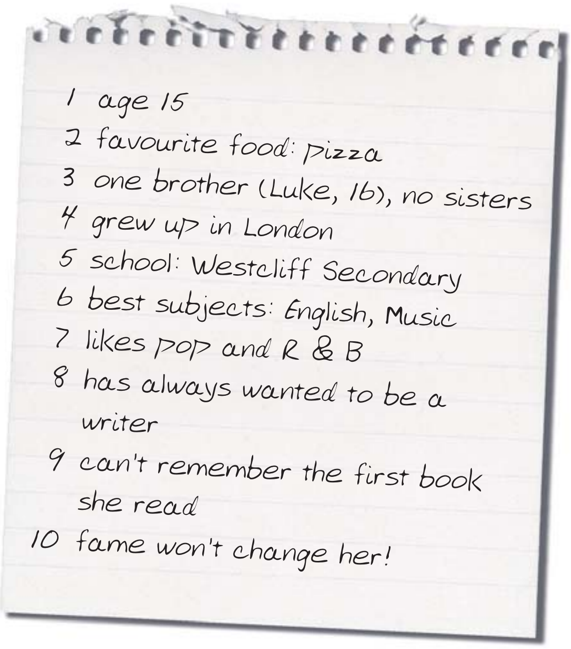
1 She said they'd had a terrible journey.

^{1}We had a terrible journey, and ^{2}we arrived very late. ^{3}Since then, everything has been fine. ^{4}Everyone's really friendly. ^{5}We've met some cool people. ^{6}It's a fantastic place. ^{7}I can see the sea from my room. ^{8}I'll send you some photos. ^{9}I don't want to come home!

Lesson 7c

1 **Look at Mrs Hill's notes from the interview with Jodie. Report the questions that she asked.**

1 She asked how old she was.



1 age 15
2 favourite food: pizza
3 one brother (Luke, 16), no sisters
4 grew up in London
5 school: Westcliff Secondary
6 best subjects: English, Music
7 likes pop and R & B
8 has always wanted to be a writer
9 can't remember the first book she read
10 fame won't change her!

Unit 8

Lesson 8a

1 Write sentences using the prompts and your own ideas. Use the second conditional.

1 If I/can/choose a present, I/ask/for …
If I could choose a present, I'd ask for a computer.
2 If I/can't/find my key, I …
3 If I/find/a lost dog, I …
4 If my friend/be/fed up, I …
5 If I/win/£50, I/buy …

2 Complete the sentences with the correct form (*-ed* or *-ing*) of the words in the box. There is one extra word.

- annoy
- disappoint
- ~~embarrass~~
- frighten
- surprise
- tire

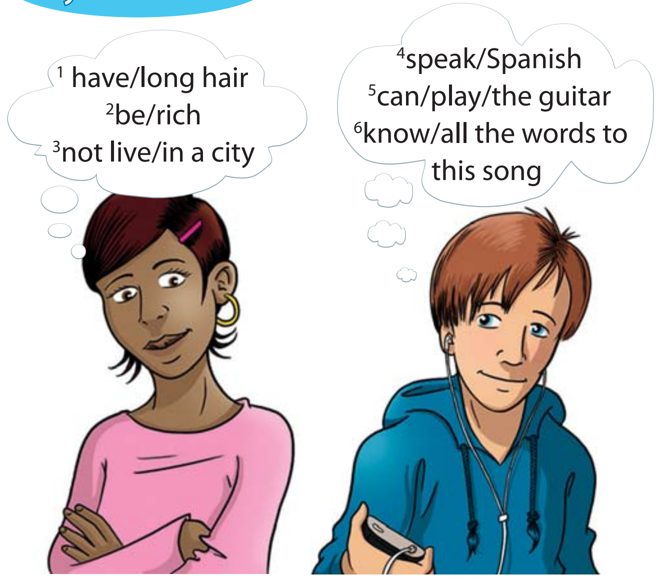
1 If I didn't have enough money at the supermarket checkout, I'd be *embarrassed*.
2 If an earthquake woke me up in the night, it would be very ____.
3 If someone borrowed my bike and didn't give it back, it would be really ____.
4 If I was ready to go on holiday, but then I couldn't go, I'd be very ____.
5 If my favourite celebrity knocked on my door, I'd be really ____.

Lesson 8b

1 Look at the pictures and write sentences with *I wish*.

1 I wish I had long hair.

My dream …



Lesson 8c

1 Write the programme types.

1 A summary of what's happening around the world.
the news
2 Diver Jo Ruskin explores the Great Barrier Reef.
3 Who can answer the question first? Fun for all the family.
4 Will Charley finally ask Jane to marry him? Watch tonight's dramatic episode.
5 Mike Parks talks to the singer Danii Minogue, sister of Kylie.
6 The family goes on holiday and Eric practises his Spanish. Quite funny.

2 Make sentences with *so* or *such … (that).*

1 Lady Blecksdale was rich. She owned a lot of jewellery.
Lady Blecksdale was so rich (that) she owned a lot of jewellery.
2 The jewellery was valuable. It was kept in a bank.
3 When it was stolen, she was upset. She offered a reward.
4 It was a big story. It was in all the newspapers.
5 The robbers had been careful. They hadn't left any clues.
6 However, it was a big reward. One of the robbers called the police.
7 He was stupid. He thought he would get the reward money.

Unit 9

Lesson 9a

1 Complete the sentences with words from the box.

- attachments • broadband • connect
- ~~delete~~ • download • keyboard • mouse
- save • search • stick • virus

1 I don't want this email, so I'll *delete* it.
2 I'm going to ____ my work onto a memory ____.
3 Don't open ____ from people you don't know. You might get a ____.
4 A laptop doesn't need a separate ____ or ____.
5 The fastest way to ____ to the internet is with ____.
6 I'll ____ for the information and then ____ it onto my computer.

2 Rewrite the sentences. Use the verbs in brackets.

1 You shouldn't eat chocolate for breakfast. (stop)
You should stop eating chocolate for breakfast.
2 I didn't eat the last biscuit. (deny)
3 We were able to solve the problem. (manage)
4 We asked if we could help. (offer)
5 He said he would be early. (promise)
6 I'm afraid I told a lie. (admit)
7 They said they wouldn't do it. (refuse)

Lesson 9b

1 Look at the football scores and complete the text with words from the box. There are two extra words.

- beat • drew • hit • lost • passed
- ~~played~~ • scored • won

MANCHESTER UNITED	ARSENAL
3	6

Manchester United ^{1}*played* Arsenal and Arsenal ^{2}____ them. Manchester United ^{3}____ the match and Arsenal ^{4}____ it.

ENGLAND	FRANCE
1	1

England ^{5}____ one goal and so did France. England ^{6}____ 1–1 with France.

2 Complete the text with words from the box.

- don't • has • have (x 5)

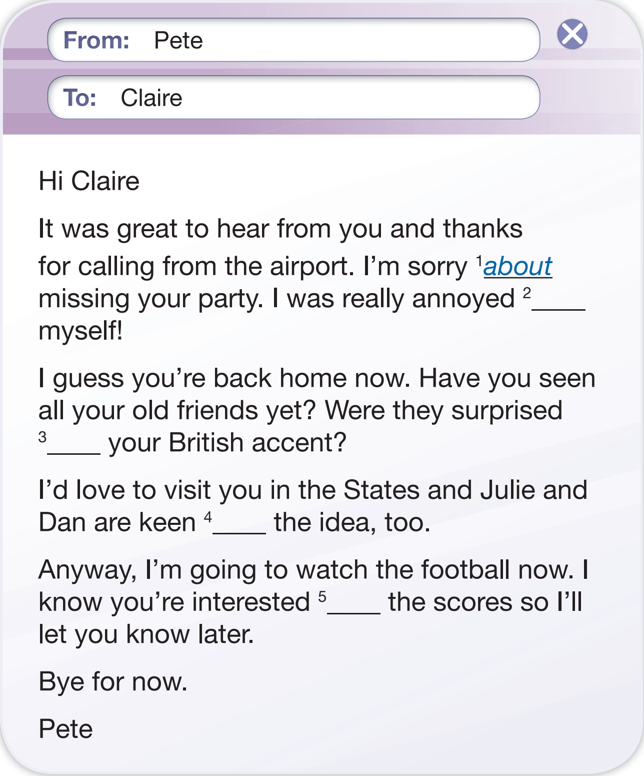
Tough life for gymnast

Ann Jones meets fourteen-year-old gymnast, **Jane Macy**.

How often do you practise, Jane?
I ^{1}*have* to get up early three times a week to practise before school. I hate getting up – my mum ^{2}____ to shout very loudly! I don't usually practise in the evenings because I ^{3}____ to do my homework.
Do you wish you had more free time?
Not really, because I love gymnastics. But I wish I didn't ^{4}____ to get up early and I wish I could do the things my friends do – they ^{5}____ have to worry about their food and they don't ^{6}____ to go to bed early every night.
How old do you ^{7}____ to be to go to the Olympic Games?
The rules say girls ^{8}____ to be fifteen for gymnastics so I'm nearly old enough!

Lesson 9c

1 Complete the email with prepositions.



From: Pete
To: Claire

Hi Claire

It was great to hear from you and thanks for calling from the airport. I'm sorry ^{1}*about* missing your party. I was really annoyed ^{2}____ myself!

I guess you're back home now. Have you seen all your old friends yet? Were they surprised ^{3}____ your British accent?

I'd love to visit you in the States and Julie and Dan are keen ^{4}____ the idea, too.

Anyway, I'm going to watch the football now. I know you're interested ^{5}____ the scores so I'll let you know later.

Bye for now.

Pete

Welcome

Welcome a

Personality adjectives

- annoying • bad-tempered • big-headed
- bossy • clever • cute • easy-going
- friendly • funny • generous • hard-working
- helpful • honest • kind • lazy • loyal
- mean • polite • quiet • rude • shy • tidy
- unfriendly • untidy

Welcome b

House and furniture

Rooms • bathroom • bedroom
- dining room • hall • kitchen • living room
- study

Parts of a house • balcony • basement
- ceiling • chimney • door • downstairs
- floor • garage • garden • gate • landing
- loft • roof • stairs • steps • upstairs
- wall • window

Fittings • bath • cooker • dishwasher
- fridge • shower • sink • toilet
- washbasin • washing machine

Furniture • armchair • bed • bookcase
- carpet • CD player • chair
- chest of drawers • clock • computer
- cupboard • curtains • desk
- DVD player • lamp • mirror • plant • shelf
- sofa • table • television (TV) • wardrobe
- wastepaper bin

Welcome c

Jobs

- actor • artist • beautician • builder
- carpenter • cashier • chef • dentist
- detective • director • doctor • electrician
- engineer • farmer • firefighter • hairdresser
- housewife • journalist • mechanic • model
- musician • nurse • pilot • plumber
- police officer • politician • receptionist
- reporter • secretary • shop assistant
- ski instructor • sound engineer • taxi driver
- teacher • TV presenter • vet
- waiter/waitress

Welcome d

Clothes

- baseball cap • boots • cardigan • coat
- dress • hat • hoodie • jacket • jeans
- leggings • sandals • shirt • shoes
- shorts • skirt • socks • sweater
- sweatshirt • tights • top • trainers
- trousers • T-shirt

Accessories

- belt • gloves • pocket • scarf • tie • zip

Styles

- baggy • casual • sleeveless • smart
- tight

Patterns

- checked • flowery • patterned • plain
- spotted • striped

Unit 1

Lesson 1a

Types of music

- classical • country and western • folk
- heavy metal • hip-hop • jazz • Latin
- pop • R & B • rap • reggae • rock • soul
- techno

Unit 2

Lesson 2a

Household jobs

- do the cleaning • do the cooking
- do the ironing • do the shopping
- do the washing • do the washing-up
- do the vacuuming • empty the dishwasher
- lay the table • make breakfast/lunch/dinner
- make the bed • take the rubbish out
- tidy your room • wash the car

Lesson 2c

Family

- grandmother • grandfather • grandparents
- mother (mum) • father (dad) • parents
- brother • sister • son • daughter
- husband • wife • aunt • uncle • nephew
- niece • cousin • an only child

Unit 3

Lesson 3a

Transport
• bike • boat • bus • car • caravan • coach • ferry • helicopter • lorry • minibus • moped • motorbike • plane • scooter • ship • taxi • train • tram • underground (Tube) • van

Lesson 3b

Places in town
• art gallery • bank • bookshop • bus stop • café • car park • cashpoint • cinema • computer shop • factory • hospital • hotel • library • market • museum • music shop • newsagent • office • park • petrol station • pharmacy • police station • post office • restaurant • school • shop • shopping centre • sports centre • square • station • supermarket • swimming pool • theatre • tourist information centre • town hall • travel agent • zoo

Unit 5

Lesson 5c

Landscape and environment
• coast • forest • island • lake • mountain • ocean • river • sea • tree

Unit 6

Lesson 6a

Holiday activities
• go camping • go climbing/climb • go mountain biking • go shopping/shop • go sightseeing/sightsee • go skiing/ski • go sunbathing/sunbathe • go swimming/swim • go to a museum • go to a beach • go windsurfing/windsurf • play beach volleyball

Unit 7

Lesson 7b

Appearance
• beard • beautiful • blond • curly • dark • dark brown • fair • glasses • good-looking • grey • large • light brown • long • medium-height • medium-length • middle-aged • moustache • old • short • straight • tall • wavy • young

Unit 9

Lesson 9a

Computers and computer language
Nouns: • attachment • broadband • charger • connection • email • file • internet (net) • keyboard • laptop • memory stick • mouse • password • PC (desktop computer) • printer • scanner • screen • software • virus • website

Verbs: • attach • burn • charge • connect (to) • crash • delete • download • open • print • receive • save • search (for) • send • surf

Lesson 9b

Sports and activities
• (do) athletics • (play) basketball • (play) beach volleyball • (do) boxing • (play) cricket • (go) cycling • (play) football • (play) golf • (do) gymnastics • (go) ice-skating • (do) judo • (do) karate • (go) karting • (go) motor racing • (go) mountain biking • (play) rugby • (go) skateboarding • (go) skiing • (go) snowboarding • (go) swimming • (play) tennis • (play) volleyball • (go) windsurfing

Pronunciation

Unit 1 Lesson 1b

1 06 Exercise 5 /eɪ/ great, /aɪ/ like

a **Listen and repeat.**

/eɪ/ great /aɪ/ like

b **Listen. Is the sound /eɪ/ (1) or /aɪ/ (2)? Listen again and repeat.**

great *1* like *2* afraid ages arrange baby birthday decide diary fine five OK I'd invite late make my place stay why

c **Listen and repeat. Then practise saying the sentences.**

1 What time did you write in your diary?
2 I'm afraid five o'clock is too late in the day.
3 I'd like to invite you to stay on my birthday.

Unit 2 Lesson 2c

2 08 Exercise 7 /æ/ family, /ɑː/ father

a **Listen and repeat.**

/æ/ family /ɑː/ father

b **Put the words in the correct lists. Then listen and check.**

adult anxious are argument aunt exam family father hand have last married matter natural part party start

/æ/	/ɑː/
adult	*are*

c **Listen and repeat. Then practise saying the sentences.**

1 Dad had an argument with my aunt.
2 Let's relax and have a party.
3 I can't do the exam but my father can.

Unit 3 Lesson 3b

3 06 Exercise 6 Sentence stress and rhythm

a **Listen and underline the words that are stressed. Then listen and repeat.**

1 Can you tell me the way to the hospital, please?
2 How do I get to the park?
3 Turn left and go straight on.

b **Practise saying the sentences. Replace the words in bold with the words in brackets.**

1 Can you tell me the way to the **hospital**, please? (post office/music shop/library)
2 How do I get to the **park**? (bank/zoo/square)
3 Turn left and **go straight on**. (then turn right/ it's on the right)

Unit 4 Lesson 4b

4 04 Exercise 5 /ɪə/ we're, /eə/ where

a **Listen and repeat.**

/ɪə/	/eə/
we're	where
here	hair
fear	fair
dear	dare
really	rarely
ear	air

b **Underline the /ɪə/ sounds and circle the /eə/ sounds. Then listen and check.**

A: Are we nearly there?
B: No, we're nowhere near.

A: Look! Her hair isn't really fair!
B: Ssh, dear. Don't stare!

A: Come and sit here, Claire.
B: Where? On that chair?

c **Practise the conversations in Exercise 5b in pairs.**

Unit 4 Lesson 4c

4 08 Exercise 6 Rising intonation (to show interest)

a **Listen to the six exchanges. Which responses show interest?**

1 A: I don't feel very well.
B: Don't you?
2 A: It was brilliant.
B: Was it?
3 A: John's got a new bike.
B: Has he?
4 A: I can speak German.
B: Can you?
5 A: I didn't go to school yesterday.
B: Didn't you?
6 A: Kate hasn't arrived yet.
B: Hasn't she?

b **Listen and repeat the responses. Sound interested each time.**

Unit 5 Lesson 5a

Exercise 5 /kl/ clothes, /pl/ player

a **Listen and repeat.**

clothes nec**kl**ace **cl**ean **cl**ear **cl**ever **cl**ock
climb **cl**ass
place **pl**ayer **pl**astic **pl**ate **pl**ease **pl**enty
pleasant ap**pl**y

b **Listen and repeat. Then practise saying the sentences.**

1 Can I have a **pl**astic **pl**ate, **pl**ease?
2 Take **pl**enty of **cl**ean **cl**othes.
3 This is a **pl**easant **pl**ace to **pl**ay.
4 It's **cl**ear that this **cl**ass is **cl**ever.

Unit 6 Lesson 6a

Exercise 5 /ʒ/ leisure, /ʃ/ shoes

a **Listen and repeat.**

/ʒ/ lei**s**ure u**s**ually televi**s**ion
/ʃ/ **sh**oes **s**ure predic**t**ion

b **Listen. Is the sound /ʒ/ (1) or /ʃ/ (2)? Listen again and repeat.**

sure *2* usually *1* English casual measure
mushroom special station cash machine
unusual

c **Listen and repeat. Then practise saying the sentences.**

1 I'm sure Josh sells mushrooms for cash.
2 We usually watch television in our leisure time.
3 Let's get some cash from the machine at the station.

Unit 7 Lesson 7a

Exercise 8 Compression /ˈevri/ every

a **Listen and write down the number of syllables you hear. Then listen, check and repeat.**

extraordinary *4* everywhere favourite
comfortable

b **Listen and repeat.**

interesting chocolate dictionary business
restaurant secretary temporary factory

c **Listen and repeat. Then practise saying the phrases.**

a temporary secretary
a comfortable restaurant
a chocolate factory
an interesting dictionary

Unit 8 Lesson 8a

Exercise 8 Elision /dj/ *would‿you*, *did‿you*

a **Listen and repeat.**

Woul**d y**ou? What woul**d y**ou do?
Di**d y**ou? Di**d y**ou think it was interesting?

b **Listen and repeat. Then practise the conversation in pairs.**

A: What would you do if you saw a spider?
B: I'd run away.
A: Would you? I saw a spider last night.
B: Oh, did you? And what did you do?
A: I said 'hello'.

Unit 9 Lesson 9c

Exercise 7 Linking sounds *quite‿excited‿about‿it*

a **When a consonant sound is followed by a vowel, we link the sounds together. Listen and repeat.**

quite‿excited‿about‿it
I'm‿interested‿in
talked‿it‿over

b **Listen and repeat. Then practise saying the sentences.**

1 Jack is keen on airports.
2 He's interested in everything.
3 He's awfully good at art.
4 He isn't bad at anything.

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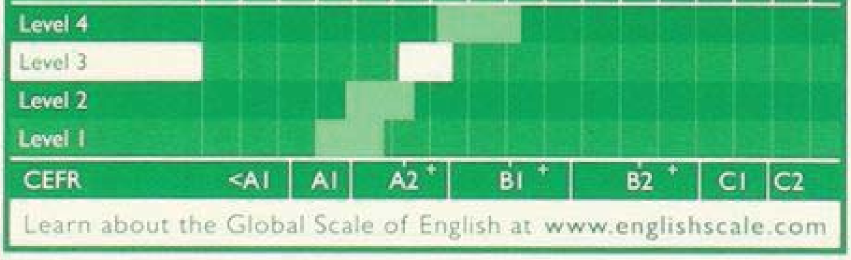

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